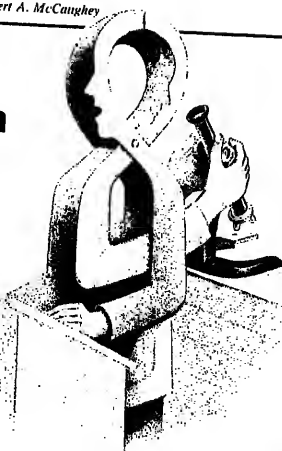


Point of View

By Robert A. McCaughey

Why Research and Teaching Can Coexist



CHRISTOPHER VOGLER FOR THE CHRONICLE

FOR A HISTORIAN, it seems only yesterday that close observers of American academic life regarded the compatibility of scholarly research and teaching as an article of faith. No longer. An alphabetical list of recent agonists includes William Bennett, Allan Bloom, Ernest L. Boyer, Lynne V. Cheney, Dinesh D'Souza, Edward Fiske, Roger Kimball, Everett Carl Ladd, Jr., Parker Palmer, Eugene Rice, Page Smith, Charles J. Sykes, and Bruce Wilshire. And recently, a Rutgers University administrator, in *The Chronicle of Higher Education*, declared teaching and research, heretofore the two central functions of the American university, to be "inescapably incompatible."

How, one might well ask, have we come so far as to have suddenly produced all these "incompatibilists"?

A provisional answer is that, like the poor, they have always been with us. The "incompatibility" viewpoint can be traced to the 1850's and John Henry Newman, who argued in a series of lectures published as *The Idea of a University* that research, like theology, had no place in the university, which was to be devoted to undergraduate and non-professional education. Later and closer to home, the social theorist Thorstein Veblen, whose ideas about the American university took shape at the University of Chicago in the 1890's and were later published in *The Higher Learning in America* (1918), asserted that, at most, "the work of teaching properly belongs in the university only because and in so far as it incites and facilitates the university's main work of inquiry."

Indeed, the idea of the incompatibility of teaching and research was commonplace among many of the founders of American universities, as well as among the first American-trained Ph.D.'s such as Veblen. But whereas many came to that opinion because they cared passionately about the cause of research and not a host about undergraduate instruction, today's "incompatibilists" have reversed these priorities, believing that overinvolvement in research and publication has undermined the quality of teaching.

The "incompatibility" idea failed the first time around. By the time the Johns Hopkins University opened in 1876, its trustees had scuttled the early plans of president-designate Daniel Coit Gilman for an "entirely new university" that would exclude undergraduates and their attendant "distractions." Clark University, at the insistence of its president, the psychologist G. Stanley Hall, opened in 1889 to graduate students

only, but five years later reversed itself and began accepting undergraduates.

Talk at Harvard and Columbian Universities in the 1890's about sending their undergraduates to the country so that faculty members could get on with the "real business" of the university—remained talk. Presidents Charles William Eliot and Nicholas Murray Butler opted for the tensions of a multipurpose university over neatness, relying on what the historian Laurence Veysey has described as American higher education's historical "tendency to blend and reconcile."

Thus, undergraduate teaching and research, if not wholly compatible, have coexisted on American university campuses for a century. Yet the past does not necessarily determine the future. Perhaps, as some now argue, the estrangement of teaching and research is already so far under way on some university campuses that only institutional acknowledgment is needed to seem to run strongly in that direction. Yet before junk-teaching can be compatible, even mutually reinforcing, we should review the evidence supporting the incompatibilists' argument.

THEIR ARGUMENT RESTS ON TWO KINDS OF EVIDENCE.

The first is the observation of academic folkways as revealed at conferences, in disciplinary journals, and in public commentary. Most of those doing the observing are critical outsiders (such as Bennett, D'Souza, Kimball, and Sykes) or unimpeachable "participant observers" (such as Bloom, Smith, and Wilshire). Many bring to their observations major research universities for being bastions of "politically correct" orthodoxies. Such political baggage does not make the observations of these critics dismissible, but it does qualify any claims to objectivity.

The second and seemingly more objective evidence (national surveys of the American professoriate conducted in 1969, 1977, 1984, and 1989 by the Carnegie Foundation for the Advancement of Teaching. The most influential analyses of those data have been provided by Everett Carl Ladd, Jr., and Seymour Martin Lipset in their 1975 book, *The Divided Academy: Professors and Politics*, and, more recently, by the foundation's president, Ernest L. Boyer. Mr. Ladd's analysis of the 1977 survey of 4,383 respondents, published in 1979 as "The Work Experience of American College Professors: Some Data and an Argument" (*Current*

Issues in Higher Education, 1979), anticipated many of Mr. Boyer's conclusions in *College: The Undergraduate Experience in America* in 1987 and in *Scholarship Reconsidered: Priorities of the Professoriate* in 1990. Their principal conclusions are similar in substance and sweep: Few faculty members nationwide actively engage in scholarly research or ever publish anything; many who do publish are in some measure coerced into it by tenure requirements; and most faculty members prefer to concentrate their energies on teaching, not research, and believe that teaching effectiveness, not publication, should be the primary criterion for promotion.

HOWEVER IMPRESSIVE in its mass and careful in its presentation, the statistical evidence they mustered to support these conclusions does not lend inevitably to them. A case in point: The often-linked statistics about faculty publishing patterns—55 percent have never published a book, 22 percent have never published in a professional journal, and almost 30 percent "are not now engaged in scholarly research that will lead to publication"—do not require the often-inferred conclusion that most faculty members don't ever publish anything.

For these statistics to be rigorous clinchers, much disaggregation is necessary. For example, relatively few science-faculty members, even those most active in research, publish books. Yet science-faculty members made up a quarter of the Carnegie samples. Similarly, even faculty members who become prolific publishers need some time beyond completing their Ph.D.'s to reach print. Yet almost 40 percent of all faculty members in the 1984 sample did not have Ph.D.'s in hand. Among liberal-arts-college faculty members, the figure was 50 percent.

To borrow a phrase from the incompatibilists' favorite professor, William James, the "compatibility" of teaching and research remains a "live question." My own research into the scholarly activities of faculty supports the conclusion that, at those institutions at least, the marriage of teaching and research is alive and well. Although the precise nature of the relationship varies from campus to campus, all have faculty researchers and "scribblers"—in numbers, in a variety of disciplines, across generations—who are attending effectively and energetically to their teaching.

Moreover, support exists for the cheering notion that faculty members who maintain research and publishing agendas are more likely to remain effective teachers. Senior professors who were identified by external reviewers as being among a college's most active scholars also were more likely to be ranked among the most effective teachers than were senior professors with little or no scholarly record. (The ratings of teaching were made by deans who had not seen the rankings of scholarly productivity.)

To be sure, my research focuses on selective liberal-arts colleges, not on research or doctorate-granting universities or on less-selective four-year institutions. But given the traditional emphasis that selective liberal-arts colleges have placed on undergraduate teaching, their unmatched record in producing graduates who go on to become academics, and their recent success in attracting and retaining active scholars, these institutions are precisely where we need to look. For if faculty members in sufficient numbers are both effective teachers and productive scholars on these campuses, the teaching-research relationship.

Until we find conclusive evidence of incompatibility, we may regard recent reports of the permanent estrangement between teaching and research as premature, as localized phenomena, as the wishful thinking of administrators uncomfortable with ambiguity, or as jeremiads, well intended but wrong-headed.

Robert A. McCaughey is professor of history and dean of the faculty at Barnard College.



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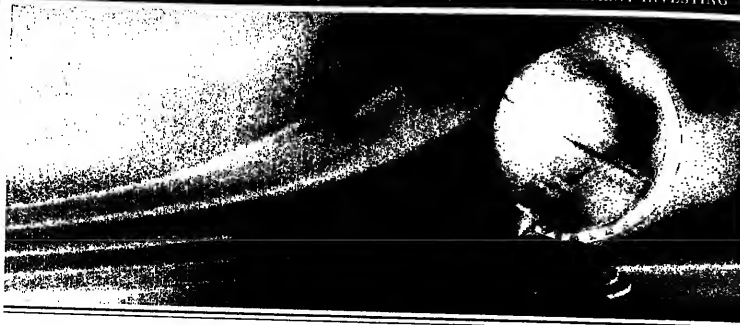
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Root- notes

Elvin, Martin Luther King, Jr., and the Civil War are some of the topics that will be explored at the new Center for the Study of the South at the University of North Carolina at Chapel Hill.

The center will draw on several scholarly resources at the university, including the library's Southern Historical Collection and the Southern Folklife Collection. Also on the campus are the headquarters of the National Network of State Parks, which collects and indexes data on 38 states.

No other institution has as many data bases, manuscripts, and other holdings documenting the region, or as many faculty members engaged in analysis of the South, says John Shelton Reed, interim director of the center. "Since anyone who is doing serious scholarship about the South eventually passes through Chapel Hill, it seemed logical to us to establish this center here," he says.

The center plans to publish a new journal, *Southern Cultures*, beginning in 1993. Written for a general audience, the journal will include essays on Southern architectural history and the politics of faith in the South, among other subjects.

Mr. Reed says the center's activities will be "complementary" to those of the Center for the Study of Southern Culture at the University of Mississippi. "Their emphasis is on folklore, anthropology, and literature, especially Faulkner," says Mr. Reed, a professor of sociology who serves on the advisory board for Mississippi's center. "Ours will be more focused on historical topics, the social sciences, and policy. I don't see us as fishing in the same ponds."

This fall Duke University will hold a seminar on academic freedom and the church.

The two-day conference, which will be structured as a debate on the role of academic freedom in the teaching of religion, features a cast of top scholars from the university and its divinity school—including Elizabeth A. Clark, professor of religion and the current president of the American Academy of Religion; Stanley Fish, professor of English; and Stanley Hauerwas, professor of theological ethics.

Plus one guest star: the Rev. Charles E. Curran, a professor of human values at Southern Methodist University. Father Curran, who some years ago tangled with both the Vatican and administrators at the Catholic University of America over his right to dissent from Roman Catholic doctrine in his teaching and research on moral theology, has firsthand experience with the topic of academic freedom and the teaching of religion.

Steve Long, director of the divinity school's continuing education center, which is organizing the conference, said of the outsider's presence on the panel: "We didn't want to let the Duke people off too easily."

Scholarship

Sociologists Confront Questions About Field's Vitality and Direction

Department closings and cutbacks put members of discipline on their guard

By Ellen K. Coughlin

DISCUSSIONS about the current health of sociology call to mind the old conundrum about whether the glass is half empty or half full.

One sociologist looks at the profusion of subjects encompassed by his field and sees in it a "peaceful pluralism"; another sees an unruly collection of "little baronies."

Some take pride in the fact that sociology has given birth to many new intellectual fields, such as criminal justice, social work, and survey research. Others suggest that the succession of spinoffs may have left the discipline without a clear intellectual core.

A Few Departments Have Closed

Job listings in the field in 1991 were down from 1990, but up from five years ago. Enrollments at all levels are way down from the early 1970's, but moving up from the mid-80's. A few departments have closed; new ones have opened.

Differences such as those are not unusu-

al in any discipline, but questions about its vitality and direction seem to have hit sociology with particular force of late.

A Sense of Vulnerability

In the past several years, at least two sociology departments at major universities closed and two others were threatened with serious reductions in force. Although those numbers are small, the skirmishes have left many sociologists feeling vulnerable and defensive about the field's reputation.

Sociology is not where it was in its heyday in the late 1960's and early 70's, when enrollments were booming and graduate students were flocking to the field with the hope of solving the world's problems; the department closings have underscored nagging questions about what has become of the discipline and where it is headed.

Still, most sociologists contend that, while the discipline may be going through a troubled time, or at least a period of self-

scrutiny, it is not in real trouble. They point to departments that are strong—those at the Universities of Chicago, Michigan, and Wisconsin, among them—and to areas of research that are flourishing.

Scholars cite economic sociology and the sociology of culture, among others, as relatively new areas of study that are generating excellent. Demography and the study of organizations are long-time strengths of the discipline, and the study of social stratification, traditionally one of its central focuses, has become even more vigorous, some researchers say, with the new attention in academe to issues of race, class, and gender.

Many Report Increasing Demand

Many note that their courses are in increasing demand, and others that the caliber of their graduate students is improving. No one believes that sociology is in danger of self-destructing.

"There's no question that there are



Robert J. Gans of Columbia U.: "It's a competition for scarce resources. The only solution is to have unlimited resources."

problems in the field," says George Ritzer, professor of sociology at the University of Maryland at College Park. "But I don't think they are problems that represent the imminent demise or dissolution or decline of sociology."

Shoring Up Defenses

In 1986, the University of Rochester shut down its sociology department. In 1990, Washington University in Saint Louis followed suit, closing what had once been one of the most prestigious programs in the country. This past year, the sociology department at Yale University was threatened with a 40-per-cent reduction in faculty positions. The department at San Diego State University is in danger of losing seven tenured professors.

Each of those cases has its own particular story that cannot be generalized to the discipline at large. Rochester's was a very small department; the one at Washington University had had a troubled history. The proposed cutbacks at Yale were roundly rejected by the faculty and are now indefinitely on hold. Those at San Diego State are part of a package of budget cuts that threaten the elimination of nine departments and the reduction of some half-dozen others.

Collectively, however, those incidents have put sociologists on guard. Many bits of evidence point to an increasing awareness that the discipline needs to shore up its defenses, especially in an era of academic belt tightening: The program at last year's annual meeting of the American Sociological Association included a session on strengthening the position of sociology



Neil J. Smelser of Berkeley: "The field has never totally made up its mind whether it wants to be primarily a science or an agent of social reform and criticism."

departments; this year's meeting, in Pittsburgh this month, will include a late addition to the program, a panel to consider the future of sociology in academe. The association has just initiated a program largely intended to improve the visibility of sociological research, especially among policy makers and news organizations.

Such moves bespeak a sense that sociology, generally thought of as a cure discipline, no longer has the institutional security or the easily perceived intellectual focus that other fields take for granted. While most sociologists are ready with optimistic answers to questions about the field's vitality, they are not surprised to hear the questions asked.

That is partly because they have been pondering such issues among themselves for some time.

'All Over the Map'

Over the last few decades, sociology has grown increasingly diffuse: The sociological association has more than 30 sections, ranging from the sociology of aging to methodology to the sociology of sex and gender; the actual number of research specialties in the field probably goes well beyond that. Such diffusion has caused at least the perception that sociology is "all over the map" and has no central focus.

Many sociologists take a positive view of the breadth of their field, saying it only adds to its liveliness. Others maintain that the diffuseness is simply a product of the field's evolution.

Neil J. Smelser, professor of sociology at the University of California at Berkeley, Continued on Following Page

A LITTLE BOURDIEU INDUSTRY

For French Sociologist's Books, a Flurry of New Translations

When sociologists are asked to list the leading social theorists at work today, one name that always crops up is Pierre Bourdieu.

Mr. Bourdieu, professor of sociology at the Collège de France, is one of the hottest tickets in the field just now, due in no small part to a flurry of recent English translations of many of his books. Of his dozen or so works now in print in the United States, eight have been published in the last three years.

"There is a little Bourdieu industry afoot," says Douglas Mitchell, social sciences editor at the University of Chicago Press.

'A Growing Following'

Much of the activity is taking place at Stanford University Press, which has brought out six books by Mr. Bourdieu since 1988 and has at least one more in the works.

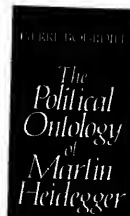
"He has a growing following among sociologists," says Helen Tertar, humanities editor at the Stanford press. "There's a lot of competition for his books."

Mr. Bourdieu was not unknown to American scholars before the recent rush to publish him began. He has been one of France's leading sociological researchers for nearly three decades. He helped found the Center for European Societies at the School for Advanced Studies in the Social Sciences in Paris in the mid-1960's.

He is a prolific author with more than two dozen books to his name and pub-

lished articles that number in the hundreds.

His first book, *The Sociology of Algeria*, was published in the United States by Beacon Press in 1962. Two of his key works have been in print in this country since the late 1970's—*Outline of a Theory of Practice* (Cambridge University Press) and *The Inheritors: French Students and Their Relation to Culture*. Continued on Page A8



George Ritzer of the U. of Maryland at College Park: "I don't think there are problems that represent the imminent demise or dissolution or decline of sociology."

Sociologists Confront Questions About Discipline's Vitality

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explains that, over its history, sociology has moved through successive periods in which one paradigm or viewpoint was relatively predominant—positivism in the 20's and 30's, for example, and functionalism in the 50's. In the 1960's, a number of new or revived approaches—neo-Marxism, microsociology, social psychology—challenged the dominance of any one paradigm. Out of that has grown what Mr. Smelser calls a "peaceful pluralism."

"It's not a vigorous or vicious period of

"A lot of the best sociology is done outside traditional sociology departments. It's not obvious what the core is anymore."

polemics," he says, "but of a generally accepted idea that there is a variety of legitimate approaches and subjects—a kind of catholicism."

Others, however, see dangers in letting a hundred flowers bloom.

"The field has, in a way, fallen apart into a bunch of little segments that are independent, or semiautonomous," says Richard F. Hamilton, professor of sociology and political science of the Ohio State University. "They chart their own directions, and they can be their own judges as to what constitutes compelling evidence. That means they can become little baronies or principalities."

"To the extent that that happens," he adds, "it's no longer an integrated field with agreed-upon standards."

Identity Problems

Adding to the appearance of fragmentation is a long-standing split in the field between those who focus on quantitative or empirical research and those whose work is of a more humanistic bent—although, in the words of Herbert J. Gans, "the quantitative people have always been top dog." While the discipline as a whole lives peacefully enough with that division, it is a source of differing visions of what sociology ought to be, and it has been known to cause serious dissension in some departments.

"It's a competition for scarce resources," says Mr. Gans, professor of sociology at Columbia University. "The only solution is to have unlimited resources."

The diffuseness of the discipline has led some outsiders to wonder whether sociology any longer has a discernible intellectual focus.

"A lot of the best sociology is done outside traditional sociology departments," says Brian J. Thompson, provost at the University of Rochester. "It's not obvious what the core is anymore."

Sociologists mostly bristle at such a suggestion, but many acknowledge that the field does have an identity problem, arising, to a degree, out of the nature of sociology itself.

Sociology was the last of the social sciences to become institutionalized, with separate departments, an association, and scholarly journals of its own, says Mr. Smelser of Berkeley. As a result, he says, "it has always looked toward what spaces on the map it could fit into."

What's more, he adds, "the field has

never totally made up its mind whether it wants to be primarily a science or an agent of social reform and criticism."

What Is the External Market?

William Form, a professor of sociology recently retired from Ohio State and a former editor of the *American Sociological Review*, says sociologists do not have close-enough connections to what he calls an "external market."

"When you look at political science," he says, "it has a niche, a market—it's government. Economics has business. Psychology has clinical practice. They have an external, applied market. What is the external market for sociology? When you ask, 'What is its external institutional support and concern and focus?' you don't come up with a good answer."

Some people outside and inside the field are also asking whether the current generation of sociologists is producing intellectual leaders with the kind of broad influence that the late Talcott Parsons, of Harvard University, and a few others like him enjoyed. While sociologists are quick to name leading scholars in the field—James S. Coleman of the University of Chicago and Seymour Martin Lipset at George Mason University, among others—they acknowledge that nowadays most of the field's stars make their reputations in particular specialties.

"It used to be that, if you were the great theorist, everybody would bow to you,"

says Mr. Form. "The last time that happened was with Parsons."

In fact, some suggest that intellectual leadership in social theory—an area that has the potential for broad impact in the discipline—has shifted from the United States to Europe, to thinkers such as Pierre Bourdieu in France, Anthony Giddens in England, and Jürgen Habermas in Germany.

Whatever factors may be contributing to sociology's real or perceived problems, its situation is not so different from that of

"It's not a vigorous or vicious period of polemics, but of a generally accepted idea that there is a variety of legitimate approaches and subjects—a kind of catholicism."

other social sciences. Political science, anthropology, and psychology all have a large number of subspecialties. All the social sciences, with the exception of economics, have significant segments of both quantitative and qualitative researchers. A number of geography departments have closed in recent years; the anthropology department is among those slated for elimination at San Diego State. The social sci-

ences enjoy comparable levels of research support (some would say comparably low). Why, then, the questions about sociology?

Many sociologists suggest it is a problem of perception. Perhaps because of their own failure in public relations, they say, people outside academia lack a clear understanding of the field, but, even there, misperceptions can intrude.

"Sociology has a natural tendency to become associated with politically charged issues," says Gardner Lindzey, a psychologist and former director of the Center for Advanced Study in the Behavioral Sciences. "That does create problems. Some view sociology as a refuge for the radical academic left."

Judging Academic Departments

Perceptions aside, some threats to sociology are real. Universities' budget difficulties will not soon disappear, and many institutions will be looking for ways to restructure their programs.

Joon N. Huber, provost at Ohio State and a former president of the sociological association, says that, when it comes to budget cuts, administrators typically judge academic departments by their quality, by student demand for their courses, and by their "centrality"—the degree to which the courses they offer are required of students majoring in other fields.

"Math and English composition are the only truly central disciplines," Mr. Huber says. "Sociology would come about in the middle."

Scholarship

Scholarship

FELLOWSHIPS AND AWARDS

American Academy of Arts and Sciences

CAMBRIDGE, MASS. The academy has announced the winners of its Talbot Parsons Prize for Social Science and its Rumford Prize in Science. Each award is given every three or four years.

Donald Hall, Harvard U. (emeritus), for research on culture and social structure, and the consequences of technological innovation, and the role of ideas and ideologies.

San Diego State U., U. of California at San Diego, Joseph Katz, Argonne National Laboratory, and James R. Moxley, U. of Chicago, for research into the process of political change.

American Geophysical Union

WASHINGTON

The union has announced the eight winners of its 1992 awards.

Banister J. Braginsky, U. of California at Los Angeles, for original research and technical leadership in geomagnetism, atmospheric electricity, aeronomy, and related sciences.

Charles B. Cox, Scripps Institution of Oceanography, for significant original contributions to understanding physical, geophysical, and geological processes in the ocean.

Bar G. Gressler, American Geophysical Union, for extraordinary service to geophysics.

John H. H. of Washington, David G. Swartz, the Johns Hopkins U., and Tury W. Wallace, U. of Arizona, for significant contributions to the geophysical sciences.

John B. Leopold, U. of California at Berkeley, for outstanding contributions to the geophysical aspects of hydrology.

Alfred O. C. Nier, U. of Minnesota, for outstanding contributions to fundamental geophysics.

Crafoord Prize

The Royal Swedish Academy of Sciences has announced the winner of the 1992 prize. It carries a \$300,000 award, and is given annually in fields of science not covered by the Nobel Prizes.

Adolf Behreder, Yale U., for research in geology and geophysics, especially for his interpretation of trace fossils.

Stavemeyer Awards

LOUISVILLE, KY.

The University of Louisville has announced the winners of the annual awards established by the Kentucky industrialist Charles Stavemeyer. Each award is worth \$15,000.

John Cobb, Jr., Claremont Graduate School, and Herman Daly, World Bank, for the Common Good: Redirecting the Economy Toward Community, the Environment, and a Sustainable Future (Beacon Press, 1989); and Samuel P. Huntington, Harvard U.—The Third Wave: Democratization in the Late Twentieth Century (University of Oklahoma Press, 1991); for books contributing to the idea of world order.

Carol Gilligan, Harvard U., for research on gender differences in psychological development.

John H. H. of Washington, David G. Swartz, the Johns Hopkins U., and Tury W. Wallace, U. of Arizona, for significant contributions to the geophysical sciences.

John B. Leopold, U. of California at Berkeley, for outstanding contributions to the geophysical aspects of hydrology.

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Organization of American Historians

THIRTEEN researchers were honored at the organization's annual meeting.

Rita Burns and Buddy Quigley, Stepienhouse Films—Coney Island and Movies, Remembrance, Inc./California Newsreel—Color Adjustment: Blacks in Prime Time; outstanding reporting or programming on television or in documentary film dealing with American history.

Richard W. Leopold, Northwestern U., for distinguished service to the oath as president and as a long-standing member.

Margaret T. McFadden, Yale U., "America's Boyfriend Who Can't Get a Date: Gender, Race, and the Cultural Work of the Jack Benny Program, 1932-1946"; best essay in American history.

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Margaret T. McFadden, Yale U., "America's Boyfriend Who Can't Get a Date: Gender, Race, and the Cultural Work of the Jack Benny Program, 1932-1946"; best essay in American history.

Ramón Gutiérrez, U. of California at San Diego—When Jesus Came, the Corn Mothers Went Away: Migration, Seasonality, and Power in New Mexico, 1500-1600 (Stanford University Press); for an author's first book on some significant phase of American history.

Donald Walker Howe, U. of California at Los Angeles—"The Evangelical Movement and Political Culture in the North During the Second Party System" (The Journal of American History, March 1991) and Nancy MacLean, Northwestern U.—The Leo Frank Case Reconsidered: Gender and Sexual Politics in the Making of Reactionary Populism (The Journal of American History, December 1991); best scholarly article published in the Journal in the preceding calendar year.

Richard W. Leopold, Northwestern U., for distinguished service to the oath as president and as a long-standing member.

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by a graduate student; to be published in a forthcoming issue of *The Journal of American History*.

William S. McFadden, U. of Georgia—Frederick Douglass (W. W. Norton & Company); most original book on the coming of the Civil War, the Civil War years, or the Reconstruction era, with the exception of works of purely military history.

Donald R. Ridd, U. S. Senate Historical Office—*Press Gallery: Congress and the Washington Correspondents* (Harvard University Press); best book written by a historian concerned with federal, state, or municipal government.

David Roodman, U. of Missouri at Columbia—*The Waves of Whiteness: Race and the Making of the American Worker Class* (Versar); best book in social history published in the preceding two years.

John S. Salzman, City U. of New York—*Wake Up Little Sista: Single Pregnancy and Race in the pre-Roe v. Wade Era, 1945-1965*; best doctoral dissertation in U. S. women's history.

Richard W. Leopold, Northwestern U., for distinguished service to the oath as president and as a long-standing member.

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Terry Caesar writes about the things most academics keep out of print. His collection of rejection letters proves the point. Journal editors have repeatedly turned down his rueful, sometimes bitter, essays on the hypocrisies of academic life.

Several unpublished essays, as well as those that caused a stir when published in *Raritan* and *South Atlantic Quarterly*, are included in Mr. Caesar's new book, *Conspiring With Forms: Life in Academic Texts*. Due next month from the University of Georgia Press.

Mr. Caesar, who teaches English at Clarion University of Pennsylvania, is an outsider who analyzes the practices of a highly professionalized academic world. He evaluates the genres that literary critics ignore, that nonetheless play a crucial role in the academic derby: letters of recommendation, book acknowledgments, job applications. Other essays deal with his own professional invisibility as a white male and as a professor at a "second-rate university."

When it came to acknowledgments, Mr. Caesar had a problem. He couldn't offer feigned thanks when he criticizes them in a chapter of the book. So he settled on this: "In writing this book, I had no support from any agency or foundation. I had no grants, no fellowships. In addition, I had no released time or research help or funding of any kind from my university. Finally, the subjects of most of my chapters rather necessarily exclude students and more deviously exclude colleagues." He did thank his wife.

Mr. Caesar has worked up a second collection of academic essays that, he says, is

Hot Type

more biting than the new book. It includes a press on rejection letters, including his own.

In 1980, **Farrar, Straus & Giroux** published a book called *Of Kennedys and Kings: Making Sense of the Sixties* by the former president of Bryn Mawr College. Praised for its dramatic portrait of the era, the book sold some 16,000 copies and went out of print in two years. Flash forward to 1991 and the special Pennsylvania election for the U.S. Senate. In a surprising upset, **Harrie Wofford**, the former college president, soundly defeated former U.S. Attorney General **Dick Thornburgh** for the seat.

Shortly after the election, the University of Pittsburgh Press began inquiring about reprint rights to *Of Kennedys and Kings*, which had never been reissued in paperback. Farrar, Straus & Giroux eventually sold the rights to Pittsburgh, and the press plans an October release.

"If the Vice-Presidential nomination had gone his way, we would have had it out overnight," says **Peter Orszick**, manager of marketing and promotion at the press. Mr. Orszick says the press was interested not only because of Mr. Wofford's new status in the state, but also because the book "had an enormous reputation as an important document of the

sixties." Even so, many libraries don't have a copy of the book, including the library at Mr. Orszick's own institution.

For the paperback edition, Mr. Wofford plans to write a new afterword, revisiting the era from the vantage point of the 90's. **Bill Moyers** will write an introduction. The press plans one of its largest press runs ever, between 10,000 and 15,000 copies.

Two other Pittsburgh books are in the news this summer. *The Battle for Homestead 1890-1892: Politics, Culture, and Steel*, by **Paul Krause**, and *"The River Ran Red": Homestead 1892*, edited by **David P. Demarest, Jr.**, both mark the 100-year anniversary of one of the country's most violent and dramatic labor strikes.

When the books were released last month during a series of events commemorating the strike, the city was struggling with a two-and-a-half-month strike by newspaper drivers that had shut down both *The Pittsburgh Press* and *The Post-Gazette*. Earlier this year, the city was hit by a bus drivers' strike and by a walkout at a grocery chain, all reinforcing Pittsburgh's image as a center of labor woes.

The timing of the books apparently couldn't have been better, at least for sales. The press reports that its total for July, buoyed by the Homestead books, was double that of June. "It certainly has been fortuitous for us," says **Catherine Marshall**, editor in chief of the press. "Anybody who wants to understand this region and the collapse of the steel industry really ought to go back and study Homestead."

Publishing

Univ. Publishers, 232 pages; \$49.95. Covers North American and European countries, respectively, to the U.S.-Canada Free Trade Agreement and the impact of European economic integration.

EDUCATION

The Units of Reason: Ideology in John A. Leach's Education and Modernity, by John A. Leach (Transaction Publishers; 194 pages; \$29.95). Uses a narrative version of a 1969 hardcover, \$24.95 paperback. Focuses on the history of the crusade movement in regions from Mexico to Russia after the 1920 fall of Czar, the last Christian stronghold in the Holy Land. Also positions Yusef Wizarat, a Chautauqui and the Conservative Party, 1946-1984, by Frank A. Meyer (Peter Lang Publishing; 187 pages; \$36.95). Describes how Churchill's leadership style helped the party recover from its dramatic defeat in the 1945 election.

GENERAL

Notes for Drawing Sheep: Sheep Mark, by James P. Trevelyan (Oxford University Press; 320 pages; \$75). Discusses research project that traced roots to some sheep.

FILM STUDIES

Genre and Soviet Society, 1917-1925, by Peter Kenez (Cambridge University Press; 334 pages; \$39.95 hardcover, \$16.95 paperback). Analyzes the role of Soviet film making from its Revolution through the Stalinist era. **William of Norwich: Myth and Reality**, by David M. Marshall (Cambridge University Press; 306 pages; \$39.95). Draws on a range of sources to critically analyze the work of a late 12th-century English historian, whose film include *William, Don't Tell Me*, and *Track 29*. **Angels in the Sky**, by Tony Walford (David Rugg; 260 pages; \$4.95). Discusses the role of angels in the American writer's work since 1913.

GEOGRAPHY

The Hispanic Homeland, by Richard L. Rios (University of Oklahoma Press; 236 pages; \$29.95). Discusses the region's formation by the initial Spanish-speaking settlers of northern Mexico.

HISTORY

The Battle of Homestead, 1890-1892: Politics, Culture, and Steel, by Paul Krause (University of Pittsburgh Press; 486 pages; \$39.95 hardcover, \$16.95 paperback). Explores various aspects of the politics of race, class, and culture in the context of industrial, social, and political changes in Pittsburgh and the West. **We Gettin' Out of This Place: People, Politics, and the Problem of the South**, by Lawrence C. Ross (University of Mississippi Press; 240 pages; \$29.95). Explores the origins and evolution of the 1925 strike at Homestead and the context of industrial, social, and political changes in Pittsburgh and the West.

ECONOMICS

The Challenge of Structural Adjustment in the Commonwealth Caribbean, by Ramesh P. Ramnarain (Praeger Publishers; 256 pages; \$55). Analyzes the challenges facing the Caribbean in the context of current development policy in the West African country. **Early, Late, and Middle Ages**, by David P. Demarest, Jr. (Oxford University Press; 240 pages; \$49.95). Discusses the development of the Caribbean and the impact of the Caribbean on the world. **Golden Patterns: The Gold Standard and the Great Depression**, by Barry Eichengreen (Oxford University Press; 480 pages; \$39.95). Shows how the gold standard helped to bring about the global economic crisis of the 1930s. **Labour's Capital: The Economics and Politics of Private Pensions**, by Terence Gilchrist (Pinter Press; 224 pages; \$35). Analyzes the operation of the American Pensioners' mutual social insurance.

POETRY AND KNOWLEDGE: A Market Perspective

Market Perspective, by Eileen F. Poirer (Routledge; 240 pages; \$22.50). Discusses different analyses of the role of poetry in situations of imperfect information. **The Urban Economy and Regional Transformation**, by Peter Karl Kroll

versity Press, 512 pages; \$49.95. Discusses German readers' often unacknowledged efforts to form links with Allied countries, respectively, to the U.S.-Canada Free Trade Agreement and the impact of European economic integration.

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NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB
The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

Colonial Spaces Spatially in the Discourse of German South West Africa, 1884-1918, by J. K. Nye (Harvard Academic Publishers; 317 pages; \$35). Uses writings from German Southwest Africa to examine the textual representation of colonial space. **Development and the Environment in Rural Togo: The Bourgeoisie and the Minus**, by Min Zussman (Westview Press; 212 pages; \$34). Discusses an anti-urban agricultural development policy and the rural population of the lower Middle Ages. **Colonialism and the Environment**, by John Cornford and Joan Cornford (Westview Press; 337 pages; \$35). Discusses the impact of colonialism on the use of historical approaches in anthropology.

ETHNOGRAPHY

Making Ethnic Ontologies: California's Pueblo Indian Ontologies, by Karen Jackson Leonard (Temple University Press; 333 pages; \$44.95). Discusses changing perceptions of ethnic identity to the community formed when men from India's Punjab region immigrated to California in the early 20th century and married women of Mexican descent. **Migration and Health in a Small Society: The Case of Tonga**, by J. K. Nye (Westview Press; 240 pages; \$34.95). Discusses the impact of migration on the health of Tonga. **Working Women in the Old City of Lahore, 1905-1975**, by Anita M. Weiner (Westview Press; 326 pages; \$26.95). Sets the experiences of

working women in the northeastern Pakistan city in the context of wider social and cultural changes in the country as a whole. **Team at Risk: Ethnology and History in Central West African**, by W. van Oort (Westview Press; 240 pages; \$39.95). Examines links between ethnology and history among the Ngoni.

ARCHAEOLOGY

Cornish Production and Distribution, by Charles J. R. H. (Westview Press; 240 pages; \$39.95). Examines the role of Cornish in the study of the economics of pottery in preindustrial societies. **Excavations at Mohenjo-daro in Southern Sindh, Volume II: The Bronze Age Occupation**, by William A. McDonald and Neasey C. Wilkin (University of Minnesota Press; 99 pages; \$15.95). The final book in a three-volume series of excavation reports from a site in the Sindh province of Pakistan. **Late Bronze Age in the British Isles**, by Christopher Smith (Routledge; 288 pages; \$39.95). Discusses the role of the Bronze Age in relation to environmental changes during the late Upper Paleolithic and Mesolithic periods.

ART AND ARCHITECTURE

Architecture in the Culture of Early Humanism: Ethics, Aesthetics, and the Arts, by William A. McDonald and Neasey C. Wilkin (University of Minnesota Press; 298 pages; \$35). Explores the role of architecture in the expression of early humanism. **Architecture in the Culture of Early Humanism: Ethics, Aesthetics, and the Arts**, by William A. McDonald and Neasey C. Wilkin (University of Minnesota Press; 298 pages; \$35). Explores the role of architecture in the expression of early humanism. **Architecture in the Culture of Early Humanism: Ethics, Aesthetics, and the Arts**, by William A. McDonald and Neasey C. Wilkin (University of Minnesota Press; 298 pages; \$35). Explores the role of architecture in the expression of early humanism.

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COMMUNICATIONS

Rethinking Media Theory, by Armand Mattelart and Michele Mattelart (Temple University Press; 333 pages; \$44.95). Discusses the role of media in the expression of early humanism. **Architecture in the Culture of Early Humanism: Ethics, Aesthetics, and the Arts**, by William A. McDonald and Neasey C. Wilkin (University of Minnesota Press; 298 pages; \$35). Explores the role of architecture in the expression of early humanism.

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An Intensive Academy for Physics Teachers Untrained for the Discipline

Continued From Preceding Page
language, experiences, and materials. The academy also wanted to give the physics teachers a chance to share their classroom problems. Most are the only physics teachers at their high schools and have never had that opportunity.

Ten often, the academy instructors say, even physics teachers who have been trained in the discipline use poor instruction methods—including long lectures, assigned readings, and formula memorization—that their professors had used to instruct them.

"We've done a poor job of teaching physics in college," says Carl A. Ratter, a professor of physics at West Virginia University and associate director of the academy. "We take a mathematical approach and don't take care to make sure the students are getting a conceptual understanding."

Studies of Roller Coasters

To help remedy that, participants worked on a range of activities from recording the acceleration of roller coasters at a nearby amusement park to working together on experiments on static electricity.

The teachers also were coached on how to plan lessons effectively using the Mechanical Universe, a series of videotapes that covers 18 physics concepts including acceleration and velocity. The tapes, which are now used in about 8,000 schools, were developed by Mr. Olankick to give teachers a way to demonstrate concepts visually.

When the workshop ended last month, each participant was given a set of tapes and accompanying lesson plans. The cost of the institute and materials was covered by the \$317,398 federal grant, \$10,000 from the university, and \$225 paid by each participant's school.

The academy's approach is just what Paul L. Hartman, who teaches at University High School in Roswell, N.M., needed. When Mr.



Richard P. Olankick, head of the physics department at the U. of Dallas. Teachers who haven't specialized in physics cannot be expected to teach the subject effectively.

Hartman was hired by the school five years ago, he was told he would teach two courses in physical science. Mr. Hartman, who holds a master's degree in horticulture, says he still doesn't feel qualified to teach the parts of the courses that deal with physics—which he calls his "least-favorite subject to teach."

But the academy has taught him new experiments to catch students' interest. Mr. Hartman, for example, may build a huge wire cage for students to use in an experiment. In it, a student would stand inside the cage, while others

outside hold a wire. The experiment shows that the student inside the cage is not hurt because the electrical charge is carried on the outside of the cage.

Galating New Confidence

The academy also tried to recharge the teachers' enthusiasm. Sheila T. Borden, a teacher at Bunkia (La.) High School, realized students had lost their enthusiasm when she overheard several of them warning others not to take her physics class because it was boring.

The academy, she says, helped her gain new confidence—and thus excitement—because she learned new concepts. She even plans to present to students Einstein's theory of special relativity—a topic she has avoided teaching because she didn't understand it.

"The academy rejuvenated me," Ms. Borden says. "I see an opportunity to show the students that what's in the physics book isn't all there is to it."

Rebuilding teachers' enthusiasm and inspiring creative lessons were among the goals of the 17 other workshops under President Bush's America 2000 plan. Among the col-

leges that designed the workshops, Lesley College worked with English teachers, and the University of Northern Colorado and Florida State and Southwest Texas State Universities worked with teachers who wanted help in geography.

Impact Questioned

Despite the enthusiasm of teachers who attended the Dallas workshop, some educators and researchers question how effective short-term workshops, which most of the academies were, can be in changing a teacher's instruction. Mary M. Kennedy, director of the National Center for Research on Teacher Learning in East Lansing, Mich., says that once teachers return to the daily pressures of the classroom, the excitement they felt in the workshop might wane.

"You go to those workshops and get fired up for a time," Ms. Kennedy says, "but whether they can have a long-term impact is questionable."

Others, however, say the workshops give teachers a chance to discover new ideas and to realize that other teachers share their problems. "Even a two-week institute can be an important place for feedback," says Michael Neveloff, a senior research associate with the American Institute of Physics. "Sometimes they're as important for recharging a teacher's batteries as for learning."

Toll-Free Number

Mr. Olankick says teachers who attend the physics academy will make positive long-term changes. They left the institute, he says, with heightened interest, a set of videotapes, toll-free telephone numbers they can use to call Mr. Olankick when they need help. Two times a month, he will also conduct additional sessions for the teachers over satellite link-ups.

"This offers us a base of support we normally wouldn't have," Fair High School's Mr. Bailey says. "And it's the students who are going to benefit. That's the bottom line."

On Line

At Carnegie Mellon University this summer, high-school students are solving mathematics and computer problems that even their

Twenty-eight gifted students are enrolled in a program called Andrew's Leap. They qualified for admission by completing a group of problems calling for creative insight rather than knowledge. In one, the students had to determine what properties make a cube the ideal shape for dice.

The students work on projects in the university's computer laboratory. Last summer, in a pilot version of the program, the students defeated members of the computer staff in a contest to design a program to control a simulated robot engaged in a fight.

Students can solve difficult problems when they don't know the answers are difficult, says Merrick L. Furst, associate dean for graduate education in the School of Computer Science and the program's director. These young people, he says, come up with solutions more likely to be found by advanced students.

Scholars reluctant to publish in electronic journals also look for a new publication due this fall.

Called *International Computing Technology: An Electronic Journal for the 21st Century*, it will have articles on electronic publishing, networks, library technology, and professional on-line relationships. The articles will follow a format developed by the American Psychological Association and have footnotes and bibliography.

Gerald Phillips, a professor emeritus of speech communication at Pennsylvania State University who is working on the new periodical, says it should make the electronic journal "a legitimate outlet" for scholarly work.

The Antivirus Methods Group wants people who find a "new" computer virus to consult the International directory of viruses before they give it a name. Software publishers should also consult the directory before they create antivirus programs, the group says.

The congress, which includes about 200 representatives of academe, corporations, and government, has endorsed a standard method for naming viruses and published a directory with 1,400 rogue programs.

"Not only will standard naming minimize wasteful rediscovering of old viruses, but it will also avoid confusion over what commercial virus scanners can and cannot detect," says Richard O. Lufkin, the congress's president.

For information about the directory, contact Mr. Lufkin, 609 West 114th Street, New York 10025; (212) 663-2315; AOL@WELL.SA.CA.US.

Information Technology

Electronic Versions of Public-Domain Texts Draw Praise and Fire

Project Gutenberg aims to distribute a trillion copies of books by 2001

By David L. Wilson



Michael S. Hart: "Material in the public domain will be available in the public domain, available to everyone, all the time."

PROJECT GUTENBERG, which aims to distribute a trillion electronic copies from a collection of 10,000 books through computer networks by 2001, is either a great idea or a menace, depending on whom you ask.

Some scholars and librarians are highly critical of the project. They complain that the documents it makes available are flawed, and that the project is not limited to the needs of academics, even though they are the group most likely to have access in its offerings.

Michael S. Hart, who created the project, dismisses his critics as elitists who are uninterested in his humble goal: "I want to make this material available to the vast majority of people who will have access to the networks by the next century. I'm not interested in distributing things in ways that an obscure scholarly discipline would find useful, but would be inaccessible to most people."

Mr. Hart, who will become an assistant professor of electronic text at Illinois Benedictine College next month, compares Project Gutenberg to the development of

the wheel. "A very simple thing that fundamentally changed the world," he says. The project creates and distributes electronic texts—ranging from *Alice's Adventures in Wonderland* to data from the 1980 Census—using computers. Usually, to avoid copyright problems, the project posts only texts whose copyright has expired, or those that have no copyright. "Most of our work is done with material published a hundred years ago," Mr. Hart says.

Labor of Love

Mr. Hart runs Gutenberg from his home near the University of Illinois at Urbana-Champaign. The project is named for the man who is given credit for developing movable type in the 15th century.

Using dozens of computers, many of which he assembled himself, Mr. Hart keeps in contact with a loose network of people all over the world who type their favorite manuscripts on a computer and electronically send him the results. Mr. Hart then includes the manuscripts in the project, allowing anyone to gain access to

them on the Internet, a network of computer networks widely used in academe. For those who don't have access to the Internet, he will mail out a floppy disk containing the material they want for a small fee. For Mr. Hart, the project is a labor of love. He says he makes enough money as a computer consultant to keep his hardware running and pay the phone bill. Some friends at the University of Illinois have given him access to the Internet, allowing him to send and receive documents.

Mr. Hart has no idea how many volunteers are working for the project, but he guesses a couple of hundred. Indeed, because of the peculiarities of the Internet, he cannot even estimate how many people have annotated copies of the dozens of documents that Project Gutenberg has made available so far.

Production of the text has been slow, he admits. The project began in 1971 when Mr. Hart was granted access to an enormous mainframe computer operated by friends. "I had \$100-million in computer time, basically unlimited resources, and I spent an hour and 47 minutes trying to figure out how to do \$100-million worth of good with this machine," he says. "I decided to type in the Declaration of Independence and make it available to 100 million people on the networks."

Volunteer Typists

Undeterred by the fact that perhaps only a few tens of thousands of people were connected to computer networks in 1971, Mr. Hart did indeed type in the Declaration. The machines he was struggling with were primitive by today's standards. The keyboards didn't even have lower-case letters.

Project Gutenberg continues to prepare for the day when desktop computers are as common as telephones. Mr. Hart and a small cadre of others have laboriously typed in whatever struck their fancy. They spent about five years copying an edition of the works of Shakespeare, which turned

Continued on Following Page

ABA Report Criticizes Law Schools for Slighting Clinical Education and Ethical Concerns

By CHRISTOPHER SHEKA

The American Bar Association this week is criticizing the nation's law schools for slighting clinical education and ethical concerns.

In a 410-page report, the culmination of a three-year study, the ABA offers a comprehensive examination of the skills and values that it considers necessary for the practice of law and makes numerous recommendations for reforming legal education.

Because the bar association accredits law schools, its report is expected to widely influence legal education. "This is the first time that such a comprehensive statement has ever been attempted," said Robert MacCraty, chairman of a special panel that produced the report. "It should be considered a work in progress—a document through which the profession can examine what it is teaching in law schools."

The centerpiece of the report is a "Statement of Fundamental Learning Skills and Professional Values," which was published separately in May. The panel

hopes this extensive catalogue of skills and values—ranging from "legal analysis" to "factual investigation" to "counseling"—will, among other things, help prospective law students understand what skills practicing lawyers need.

Among other conclusions in the report:

• Each law school should examine the fields its graduates are entering and tailor its courses accordingly. In most cases, the task force suggests, that will mean strengthening clinical programs that offer students real-world experience and placing more emphasis on basic professional skills like writing.

• Bar examinations in each state should include questions that test not only analytic thinking and knowledge of legal doctrine, but also professional skills and a commitment to ethical considerations.

• States should require lawyers who are accepted into the bar to update their legal knowledge periodically through coursework. This suggestion underscores the thesis of the task force that legal educa-

tion represents a continuum stretching from before law school to retirement.

• A non-profit corporation, to be called the American Institute for the Practice of Law, should be established by the ABA and the American Law Institute to serve as a forum for the debate on the future of legal education.

'Tremendous Implications'

The ABA circulated drafts of the document within the legal community in 1991, so many legal educators who have not yet read the final document are nevertheless familiar with its content.

"I think it has tremendous implications," said Donald J. Folsen, associate dean at the Drake University Law School. "It may cause people to rethink the whole notion of curriculum planning in law school."

Law-school officials whose institutions emphasize clinical training are especially excited about the report. "The fact that they've come up with a roster of lawyer's skills

that includes things like interviewing and counseling vindicates what we've been saying for 20 years," said Gary S. Lasser, director of clinical education at the Chicago-Kent College of Law. Mr. Lasser believes that as much as one-third of a law-school student's credits should be earned in hands-on clinical or professional-skills courses.

Elliot S. Milstein, dean of the Washington College of Law at American University and a former director of clinical programs there, predicted the report would spur law schools to fill in significant gaps in their teaching. "We need to teach various theories about aspects of clinical practice and then send students into situations where they can test those theories," he said.

Some Are Wary

Other legal educators were more wary about curriculum reform. Although the report states explicitly that its findings will not be used as a model for accreditation requirements, some officials worry that it

will eventually serve as just such a blueprint—possibly compelling changes in course offerings.

Herman Hill Kay, dean of the Boalt Hall School of Law of the University of California at Berkeley, said, "I think it's useful for the ABA to take a leadership role in this, but whether the suggestions should be implemented across the country or used for accrediting purposes is another story."

Said Stephen Yandell, an associate dean at Yale Law School: "We would resist directives from outside to us as a faculty." He said, however, that Yale recently bolstered its clinical program and that faculty members were debating issues raised in the report.

Many elite law schools now rely on large law firms to provide their graduates with practical training.

"Schools send their students to do different things," said Geoffrey R. Stone, dean of the University of Chicago law school. "Our assumption is that students will go on to more training after they graduate."

Documents and Data in the Gutenberg Project

Aesop's Fables
Alice's Adventures in Wonderland
The Bible
Bill of Rights
Book of Mormon
CIA World Factbooks, 1990 and 1991
The Complete Works of Shakespeare
The Declaration of Independence
Far from the Madding Crowd
The Federalist Papers
Herbert
The Hunting of the Snark
The Life of Frederick Douglass
Moby Dick

O Pioneers!
Piedmont
Peter Pan
Rogers' Theodora
The Scarlet Letter
The Sign of the Cross
Sophocles' Oedipus at Colonus
Through the Looking Glass
The Time Machine
U.S. Census data, 1990
U.S. Constitution
The War of the Worlds
Zen and the Art of Motorcycle Maintenance

For information about access to the Project Gutenberg collection, contact Michael S. Hart at HART@BUCCARD.BUNNET or HART@GUTENBERG.ORG or by mail at:

Electronic Versions of Texts Draw Praise and Fire

Continued From Preceding Page
out to be a waste of time. "There were changes in the copyright laws, so we abandoned that edition," he says. Another edition, this one with no active copyright, is currently available.

As the number of people connected to a computer networks mushroomed, the number of volunteer typists for Project Gutenberg swelled as well.

Last year the project posted a new book each month, almost as many as it had entered in its previous two decades. So far this year, two books a month have been published, giving Mr. Hart hope that his 10,000-volume goal will be achieved by the beginning of the next century.

By then, he speculates, everyone will be connected to the networks, and everyone will be able to receive copies of the texts. Materials will be available at a fraction of the cost of paper products. They will not have to be rebound or re-

shelved. "Material in the public domain will truly be in the public domain," he says, "available to everyone, all the time."

Lots of people, however, have expressed their disapproval of Mr.

"There's not a lot of little old ladies reading these on laptops on the beach. His marketplace is scholars, and will remain so for some time."

Hart's dream. Many of them are librarians.

No librarians wished to be quoted for this article, but they had no trouble expressing their feelings when asked for comment. "It's trash," says one. "He's polluting the networks with garbage," says another. For librarians, they say,

certain attributes of books—the version, the typeface, the edition—are critical, and Project Gutenberg doesn't offer those things.

Mr. Hart acknowledges the criticism. Part of the problem is his own doing, he says, noting that he is not always diplomatic and tact-

Threat to Librarians
But, he says, part of the opposition stems from librarians' fear that electronic libraries are a threat to their jobs and status. Once, he says, he dropped off a computer disk containing several volumes of books for a friend to pick up at a library. The friend wasn't there, but another librarian offered to re-

lay the disk to his friend. "I said, 'Just tell him here are those books he wanted,'" recalls Mr. Hart, "and every molecule of blood drained out of her face. She must have gone into shock."

Mr. Hart has done some fence mending with the library communi-

ty, arguing that electronic collections will make librarians even more important. Patrons of an electronic library will need more help, not less, than patrons of a traditional library, he believes. "People will find it easier to get lost in the Library of Congress when it fits in the palm of their hand than they do in

"People will find it easier to get lost in the Library of Congress when it fits in the palm of their hand than they do in the real building."

the real building," he says. "Librarians will become even more important."

Other critics charge that Project Gutenberg's offerings are good intentions, but an absence of professionalism, so the end result is problematic, says James J. O'Donnell,

professor of classical studies at the University of Pennsylvania and coordinator of the Center for Com-

puter Analysis of Texts there. Mr. O'Donnell suggests that the work done by the project's volunteers is amateurish and unsupervised and that sloppy copies of manuscripts could be distributed.

Mr. Hart says errors are made in paper books all the time. The difference, he says, is that when he learns of an error he can correct it instantly, via computer.

A larger problem, say both Mr. O'Donnell and David M. Seaman, of the Electronic Text Center at the University of Virginia, is that Mr. Hart is uninterested in informing his users of such things as the edition of the text that was used for the electronic version. Printed versions of books actually change with each printing, they say, so it's important for scholars to know where the text comes from.

"Plain-Vanilla Text"

"You can take paperback editions of *Moby Dick* and compare them with other, and in short order you discover that it ain't all that old volume just what *Moby Dick* is," Mr. O'Donnell says.

In addition, he and others say, Mr. Hart is uninterested in using special codes to tell users how the original would have looked on paper. Several other projects aimed at generating electronic text offer users information about what items are imitated and where the print falls on the page, details that may be critical to a scholar.

Mr. Hart argues that electronic text that is marked up in that fashion is just as marginal as are the original works. He points to his own software to produce the marks, and it is not widely available.

"I don't care if people want to use markup," Mr. Hart says. "I just don't want them to force it on everybody. There should be both plain-vanilla electronic text and those who want to be marked-up copy for those who want to get into all that stuff."

"Some of these professors think everything should revolve around them," he adds. "My goal is to reach 99 per cent of the people. I can't sacrifice the 99 per cent for the 1 per cent."

Most Users Are in Academic

Mr. Seaman argues that it is for Mr. Hart to say he wants to serve the general public, but he should recognize that most of his users today are those with access to the Internet, primarily scholars and students. Mr. Seaman says Mr. Hart should pay more attention to their interests. "There's not a whole lot of little old ladies reading these on laptops on the beach," he says. "His marketplace is scholars, and will remain so for some time."

Eventually, Mr. Hart believes, all of human knowledge will be placed on computers. "Getting the books there is something that's only going to happen once. A million years from now, if we're still here, there will still be copies of *Alice in Wonderland* floating around on computers. And unless somebody wants to enter them all over again, they'll be based on our work."

Briefly Noted

The 1992 edition of *Technology and Teacher Education* is available from the Association for Computing in Education, P.O. Box 2906, Charlottesville, Va. 22909; (804) 974-3987; AACE@MAIL.VIRGINIA.EDU. The price is \$35 for members and \$45 for others.

New Directions in Financial Computing: Integrated Administrative Data Processing in Higher Education, a guide to establishing college and university information management systems, is available from the National Association of College and University Business Officers, One Dupont Circle, Washington, 20036-1178; (202) 861-2560. It is \$42.95 for members and \$56.95 for non-

Information Technology

Information Technology

NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

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Architecture. "Student Edition of AutoCAD," for IBM PC and compatibles. Design and drafting software for students and professionals. Includes 2D and 3D drawing capabilities, set-up and coordinate systems, set-up and coordinate systems, set-up and coordinate systems. \$150. Contact: Addison-Wesley Publishing Company, One Jacob Way, Reading, Mass. 01867; (617) 944-3703.

Assessment. "Performance Plus," for IBM PC and compatibles. Includes 100 multiple-choice, short-answer, and performance-based assessment items. Includes 100 multiple-choice, short-answer, and performance-based assessment items. Includes 100 multiple-choice, short-answer, and performance-based assessment items. \$150. Contact: Addison-Wesley Publishing Company, One Jacob Way, Reading, Mass. 01867; (617) 944-3703.

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Optical Disks. "The Oxford English Dictionary, Second Edition," for IBM PC and compatibles. Includes 100 multiple-choice, short-answer, and performance-based assessment items. Includes 100 multiple-choice, short-answer, and performance-based assessment items. Includes 100 multiple-choice, short-answer, and performance-based assessment items. \$150. Contact: Addison-Wesley Publishing Company, One Jacob Way, Reading, Mass. 01867; (617) 944-3703.

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Government & Politics

Governors who disappointed their state universities at budget time this year got a chance to reaffirm their collegiate loyalties at the meeting of the National Governors' Association last week.

At an elaborate "College Days" party at Princeton University, guests were invited to wear college T-shirts, and most governors gamely showed up in their state flagship's colors. But the party forced some governors into delicate choices. Missouri Gov. John Ashcroft graduated from Yale and the University of Chicago, but his T-shirt advertised Mizzou (The University of Missouri in Columbia). "I had one that said Mizzou," he said. "I didn't have one that said Yale."

Mississippi Gov. Kirk Fordice wore an Ole Miss jacket, although he graduated from Purdue University. "My wife got out an old Purdue T-shirt and it didn't look very good," he explained.

Iris Campbell, wife of South Carolina Gov. Carroll A. Campbell, Jr., wore a "Clemson" shirt for Clemson and the University of South Carolina. The Governor threw his allegiance solely to the Gamecocks of USC.

A live band played rock music from the 50's and 60's, including such appropriate titles as "Leader of the Pack." The decorations echoed the nostalgia theme with pompoms, footballs, college banners, and library books. But nowhere was there anything to commemorate the good old days of protests and building takeovers.

Opponents of the proposed space station complain that the project's advocates have exaggerated claims about the benefits of the project to biomedical research.

Now a new voice has been added to that chorus: that of Bernadine P. Healy, the director of the National Institutes of Health.

Shortly before the House of Representatives voted to continue support for the project, Dr. Healy and Daniel S. Goldin, the Administrator of the National Aeronautics and Space Administration, signed a plan that called for the two agencies to support research on the biological and behavioral changes that occur in humans in space. At the time, supporters of the space station said Dr. Healy's participation proved that the space station was important for biomedical research.

But in a letter to Mr. Goldin, Dr. Healy disputed those claims, saying that they created "unrealistic expectations." She added that it was "too early to determine the true value of space research in contributing to the solution" of health problems.

A spokeswoman for Dr. Healy said the NIH director was not questioning the project. The spokeswoman added: "This is not meant to be a commentary on the space station. Dr. Healy is very supportive of the space station."



President Bush and Gov. Bill Clinton at a session of an "education summit" with the nation's governors at U. of Virginia in 1989. The summit led to a plan for improving education by 2000.

President's Education Record Draws Praise and Skepticism

College officials agree that Bush got off to a fast start, but disagree over his leadership, goals, and tactics

By Thomas J. DeLonghy

AS PRESIDENT BUSH prepared to accept his party's nomination for re-election next week, he declared education to be his No. 1 priority for a second term. His intent is to follow up on an education-reform agenda that he began after taking office in 1989.

While a few educators praise his first-term efforts, many contend that he accomplished little that is worth following up. Among the harshest critics of Mr. Bush's record are some higher-education leaders who say the Bush Administration is unresponsive to the needs of their students and institutions.

The President, they say, exercised little influence during the lengthy debate over the Higher Education Amendments of 1992, the new law that will govern college programs for the next five years. They also contend that his Administration has been too quick to use college issues—such as minority scholarships and debates about ethnic and racial diversity—to score points with conservatives.

Critics and supporters agree that Mr. Bush got off to a fast start by convening an unprecedented "education summit" at the University of Virginia with the nation's governors eight months after taking office. Five months after that, the Administration and the governors had a list of six goals for improving education by 2000.

'Populist Crusade'
A committee of governors and Administration officials has moved forward with a plan to encourage the creation of national standards in various disciplines, and to administer achievement tests to fourth, eighth, and twelfth graders.

The Administration has supplemented that effort with "America 2000," a "populist crusade" that has linked 44 states and 1,500 communities in an effort to reform America's schools. The strategy calls for communities to embrace the national education goals not to support the creation of an innovative, "break the mold" school in every Congressional district. Teams of researchers have been commissioned to design such schools, but Congress has not approved the program.

The President also has created a commission to study ways of improving education for Hispanics. And he has reversed an executive order that requires government agencies to help strengthen historically black institutions.

Modes to A. Mardique, president of Flor-

ida International University and a member of a White House panel that advises the President on education, says Mr. Bush deserves a lot of credit for what he has done. "What's impressive to me is that this is the first President who has taken ownership of the education issue," Mr. Mardique says. "Who else ever stood up before and said: 'Education is important and I feel responsible, even though I'm responsible for only 5 percent of the funding.'"

'They Are Making an Impact'

Gundalpe C. Quintanilla, assistant vice-president for academic affairs at the University of Houston and vice-chairman of the President's commission on Hispanic education, agrees that the President's record is solid.

"I believe he has motivated hundreds and perhaps thousands of people throughout the country to give their time, talent, and energy to improving education," she says.

Ms. Quintanilla says communities that have organized around the America 2000 strategy are keeping students in school and encouraging more of them to attend college. "Slowly, but very surely, they are making an impact on education in this country," she says.

Many others in higher education, however, dismiss the national goals and the America 2000 strategy as long on slogans and short on funds. "It's just not possible for us to be first in the world in math and science by 2000, no matter what we do," says James O. Freedman, president of Dartmouth College, referring to one of the six goals.

"It's a wonderful thing," he adds, "but I just don't see anything put behind them."

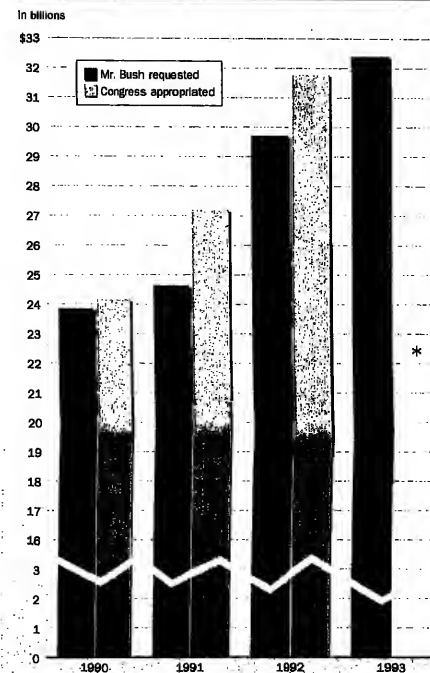
Others who support President Bush's agenda say he has not pushed it hard enough in Congress. "He comes out with great ideas, but then he doesn't fight for them," says Allison M. Tucker, manager of the Center for Educational Policy at the Heritage Foundation.

Peter P. Smith, dean of education and human development at George Washington University, agrees that the Administration has not worked hard enough to get an education plan through Congress. "I have felt increasingly in the last year that the language has been the right language, the words have been the right words, but I haven't felt a kind of intensity about the issue," he says. "It's like an issue to win."

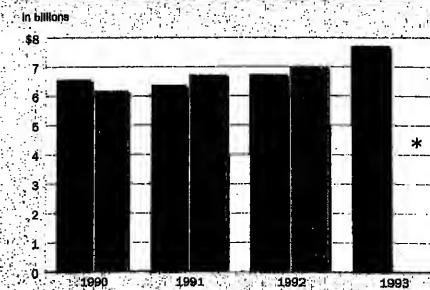
Continued on Page A22

Support for Education During the Bush Presidency

Education Department



Student Aid



Note: Figures for student aid exclude funds for government student loans, which are an entitlement.
* Congress has not completed action on the 1993 appropriations bill.

Source: Chronicle reporting

CHRONICLE CHART BY HOLLY HUBBARD

Education Commission of the States Discusses Radical Change for Colleges

By JOYE MERCER

CINCINNATI How about a state higher-education policy that gives colleges more autonomy, requires students to earn a "first degree" before enrolling in upper-level college courses, and allocates a large portion of a college's budget through incentive and performance awards?

Such a reform probably won't take place anytime soon. But a "mock bill" containing those provisions was discussed last week at the annual meeting of the Education Commission of the States. Legislators and educators here said the bill reflected the growing interest in radical approaches to solving higher education's problems.

'Piecemeal Alternatives'

"The idea was to stimulate debate rather than advocate a solution," said Aime C. McGuinness, director of higher-education policy for the ecs. "The problem is that people come up with piecemeal alternatives. Or they just come up with complaints."

Connecticut State Rep. Naomi K. Cohen agreed that changes in higher-education governance are necessary. But she cautioned against "throwing the baby out with the bath water."

"There are good things happening, and it's a mistake not to acknowledge that," she said.

The mock legislation, discussed by a panel of state legislators here, would establish a Postsecondary Education Services Corporation in place of separate systems for public research universities, four-year colleges, and two-year colleges. Four commissions—on standards; student financing; college and university financing; and research, technology, and service—would carry out the corporation's functions.

Mr. McGuinness's bill also included accountability measures that would give each state campus more autonomy through a board of trustees. To receive state support, each campus would have to report annually to the public on its performance

and how it is spending state money. Additionally, colleges would be eligible for competitive awards to create programs that address "major public priorities," such as restructuring undergraduate education or strengthening the reward system for good teaching.

Ms. Cohen said any legislation that provided for greater accountability would be valuable. "I believe that with state money comes some degree of responsibility to make sure it is spent in an orderly way," she said. "Obviously, annual reporting is a way to keep track of what you've got, but it doesn't always answer whether what you've got is what you want."

Under the legislation, students would be required to have a state-certified "first degree" before the state would subsidize upper-level college courses. Youths and adults would earn the degree through high schools, colleges, or other institutions by meeting criteria to demonstrate what they "should know and be able to do to be effective citizens and employed in a high skills/high wage economy." Those criteria would be hammered out by the commission on standards, and the degree would be equivalent to the first 60 college credit hours of college.

Standards Would Be Specified

Institutions awarding the first degree would enter into agreements with students that would specify the standards the students are to meet, how they would be assessed, and the time in which the degree should be earned.

"There is growing frustration across the country not only about what students are learning in college, but about the time it's taking them to finish and the lack of progression from secondary school to college," Mr. McGuinness said. "What this tries to do is address that problem in a way that gets the commitment from the student and the commission of institutions."

Ms. Cohen said the first degree would provide a link between secondary education and college.



Aime C. McGuinness of the Education Commission of the States. "The idea was to stimulate debate rather than advocate a particular solution."

"There hasn't really been a good tie between high school and college, other than a high-school counselor saying, 'We'll shove you what you can do with your SAT scores,'" she said.

The legislation would also create an education-and-training account for each student. Through it, a person would accumulate credits to finance college education or

job training or to provide a stipend during an apprenticeship. Credits would begin accumulating with a state contribution when a student completes the 10th grade, and by other state contributions when students meet their first-degree requirement. Contributions also would be made for community service, or on behalf of a student by an employer, relative, or other sponsor.

STATE NOTES

■ Missouri voters agree to earmark lottery proceeds for education

■ Judge says Michigan's prepaid-tuition program can be taxed

■ Plan to shut Boston center of U. of Massachusetts protested

other setback by ruling that the Internal Revenue Service can continue to assess taxes on it.

The program, the Michigan Education Trust, has stopped accepting new participants, in part because of concern about the soundness of the financial projections on which the program is based. One reason for the uncertainty has been an IRS requirement that the trust pay taxes. Since the program started in 1986, the trust has paid more than \$29 million in federal income taxes.

The trust has argued that it should be exempt from the taxes because of its ties to the state government. But Federal District Judge Douglas W. Hillman rejected that contention.

Judge Hillman said in his decision that the trust was not part of the state government because funds from the

trust could not be used for any state-government expense, but only to pay for the college tuition of participants in the program.

—SCOTT JASCHIK

An aggrieved group of Boston community leaders is urging "Candian-type resistance" against a plan to close the downtown center of the University of Massachusetts at Boston.

The center houses the College of Public and Community Service, which was created for urban students—many of them adults—to study the liberal arts and urban issues.

The college is to be moved to the university's main campus in Dorchester, but protest leaders say the change will make it difficult for adult students who

work full time and have families to attend evening classes, especially if they must return to unsafe neighborhoods after dark.

A notice signed by several community leaders accused Massachusetts Gov. William F. Weld, a Republican, and the university's chancellor, Sherry H. Penney, of "blatant institutional racism within a developing national pattern." It specifically mentioned planned changes of the City University of New York. Critics say new admissions standards at CUNY will discriminate against minority students.

The notice also said the Governor and chancellor were "contemptuously thrusting their noses at Boston's communities of color and maliciously pursuing a course of urban abandonment."

The closing was not motivated by racism, said Walter Littell, the university's associate vice-chancellor for external relations. He said the university would have preferred to keep the downtown center, but that several years of budget cuts had left it unable to continue operating the center and to spend millions of dollars to make needed repairs.

—E.L.



End Paper: 'Equal Before the Lens' B40

Letters to the Editor

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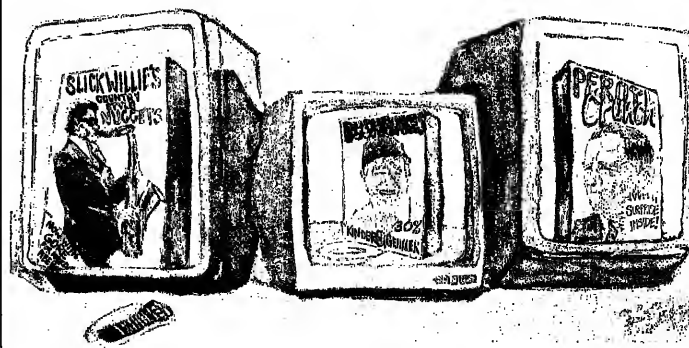
Bulletin Board

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THE CHRONICLE OF HIGHER EDUCATION

Section 2

August 12, 1992



How to Watch a Sound Bite: Students Need to Study Television's Effect on Politics

By Robert Thompson

IN THEIR ELEVENTH YEAR many faculty members have wandered, "Do my students know who their Senators and Representatives are? Do they know the principal differences between a Republican and a Democrat? Will they even bother to vote? Can they find Iraq on a map of the world? Will the democratic experiment survive without an informed and savvy electorate?"

During our many efforts to educate our students about the complicated processes of Presidential elections, the discussion inevitably turns to television. Articles, books, classroom tirades, faculty lounge conversations, even programs on TV itself all tend to cover the same familiar territory: Television has turned the democratic process into a three-ring circus. The medium emphasizes style over substance; issues are packaged and sold not in thoughtful political treatises like *The Federalist Papers* or *Common Sense*, but in 30-second commercials like those for M&M's or Neutrogena. American politics have thoroughly absorbed the idiom of show biz.

Lately, many of these issues have been compressed into a discussion of the "sound bite," those short, processed, easy-to-consume verbal nuggets that appear in news stories, commercials, and campaign speeches. The complex issues involved in administering the United States of America, we argue to our students, cannot be reduced to the subliminal,

ultra-visual particles that chomperize MTV and "Sesame Street." Politics are being delivered to us eight seconds at a time, and that will never do.

Once we've made our students conscious of this fact, however, have we really made them better citizens? What's all the fuss about the sound bite anyway? Socrates spoke in them. So did Confucius and Jesus. Many of the most often recited lines from poetry are made-for-TV: pithy, short, and eminently quotable. Bortlett's *Familiar Quotations* is an encyclopedia of sound bites, and even Strunk and White's *The Elements of Style*, in a way, encourages their use when it advocates the short, clear sentence. And is there anyone among us who hasn't sat through a filibuster at a faculty meeting wishing a colleague would just get to the point, or, to put it another way, speak in sound bites so we can get on with the issue?

I certainly don't think that all of the complicated tasks of running the country can be communicated to the electorate in chunks of eight seconds or less. And by relentlessly pointing this out to enough stu-

dents, perhaps a few of them who eventually find themselves managing news operations, heading networks, or running for office will actually try to communicate more-complex messages.

BUT SIMPLY NAMING and complaining about the sound bite doesn't get us very far. Longer, after all, isn't necessarily better, and it isn't the sound bite itself that is bad but the quality of the idea it contains. Some good ones exist—"equal pay for equal work," for example—and their brevity often means that they are not subject to differing interpretations. The "no new taxes" pledge from George Bush proved hard to wiggle out of with a simple "What I really meant when I said that was . . ."

In many ways, the long-winded speech was a lot easier to understand: You listened to the many ideas expressed, assessed them according to your own values, and voted your conscience. Dragging useful data out of the sound bite or the visual "image bite" is a lot trickier. What exactly was the Democratic Presidential contender Paul Tsongas trying to communicate when his campaign scheduled a "photo opportunity" as he worked out in a swimming pool in front of a battery of cameras? What did George Bush, who once was perceived by some as a "wimp," prove by publicly refusing to eat his vegetables? What was going on in a 1984 campaign advertisement for Ronald Reagan's re-election?

Continued on Following Page

Students Need to Understand Television's Effect on Politics

Continued From Previous Page
tion that showed a man in the woods standing up to a bear, the dangers for us in many fables and fairy tales?

Because they need to communicate their messages quickly, television commercials and political sound bites tend to be impregnated with mythically resonant images and archetypes. But because they are also ubiquitous and appear in a medium to which most people don't pay careful attention, their effectiveness is often unnoticed, indeed denied, by many viewers.

The slippery nature of the political commercial and sound bite is a strong argument for their formal study in the classroom. While defenders of the traditional curriculum often resist such requirements about television and other mass media, I can think of few courses more relevant to new voters than those that would teach them the anatomy of the sound bite and how to watch a TV commercial. Careful unpacking of the substantial cultural baggage carried by the bear, the broccoli, and the bathing man does not usually go on in the living room, and it therefore probably should in the classroom.

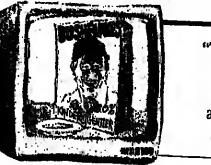
While a required mass-media course is hardly standard equipment for an undergraduate degree, universities are giving increasing attention to media and politics. Books like Kathleen H. Jamieson's *Packaging the Presidency* and a number of readily available videotape anthologies of classic political advertisements are showing up on syllabi across the country.

Even newspapers are dedicating an ever-increasing amount of space to stories on candidates' use and manipulation of the media. But understanding politics on TV goes beyond simply examining candidates' appearances in the news and on commercials. It's common knowledge that more people get their information about politics from TV than from any other medium. It's also not hard to see that information is shaped and altered by the medium conveying it. The same Presidential debate between John F. Kennedy and Richard M. Nixon in 1960 got a very different response from radio listeners, who heard only the substance of the speeches and rebuttals, than it did from those who saw it on TV. Because Mr. Nixon had years of experience in debating techniques, he sounded great on the radio; most listeners thought he'd won the debate. On TV, however, his live-on-the-spot shadow, bad make-up job, light-colored suit, and thinning hair didn't stand in shining contrast to the strikingly athletic image of the tanned, athletic Kennedy.

It is also important to remember that people who are watching politics on TV are also watching game shows, cartoons, commercials, sitcoms, talk shows, and a lot more. Further, armed with remote-control devices, they are often watching all of them at the same time. Simply isolating a televised political event, or commercial and studying it all by itself is not enough. We understand what we see on television not by looking at a single, specific program, but by bringing with us our entire experience of the medium—experience that is likely to include a more episodic of "Citizen's Island" than Presidential debates. After all, the *Times Mirror* Center for the People and the Press recently reported that one-third of late-night TV viewers under the age of 30 learned about this year's election from TV jokes. Many of my students know more about President Bush via Dana Carvey's "Saturday Night

Live" impersonations than they do from news accounts.

Everything we see on TV comes out of the same box, and, in many ways, it all mixes together. When the political process becomes part of the endless stream of programming, it falls into, and becomes captive to, the rules of the medium as a whole. When we see politics on television, we see the images into everything else we've seen on TV, including its morals, myths, values, and emotions. The very nature of viewing blurs everything, and the mass obvious examples of this blur—candidates appearing on sitcoms and late-night talk shows, celebrities becoming national political figures (Ronald Reagan, "Love Boat's" Fred Grandy), and comedy producers supplying ideas to election campaigns—serve only as the most striking examples of an overall trend. Television, a medium dominated by entertainment, has squeezed politics into



"The slippery nature of the political commercial and sound bite is a strong argument for their formal study in the classroom."

its own shape. In the process, the candidates, the complex issues, and the difficult choices that elections present have, to a degree, become made-for-TV—simple, entertaining, palatable. When politicians disseminated their ideas solely through speeches, schools and colleges were teaching numerous courses on rhetoric and public speaking, taking as their subjects not only historical speeches (by Cicero, Lincoln), but fictional ones as well (from Homer, Shakespeare). Students were given a context for the speeches they were making and learning about all the various forms of the medium—the spoken word—in which speeches were delivered.

LETTERS TO THE EDITOR

TO THE EDITOR:

Perhaps the intent of John Lewis Gaddis in *The Cold War's End* (Dutton, 1991) is to dramatize the failure of Political Theory. "Point of View, July 22" was too quick to jump on Gaddis rather than develop a serious critique of a general theory of international relations. To be kind, I will assume that Gaddis intended to produce a superficial reasoning that approaches belief by speculating. Whatever the cause, the product was heavy, ill-informed, and poorly used.

Regarding the dramatic title, a challenge to a methodology developed decades ago by Hans Morgenthau does not constitute the failure of political theory. This is tantamount to saying that questions raised about the evidence of the "big bang" theory of the origin of the universe demonstrate the failure of the totality of the discipline known as physics. It is also difficult for Mr. Gaddis to demonstrate that the interdisciplinary mesh of international relations, foreign affairs, comparative politics, international economics, and geopolitics has not

As today's candidates jump from MTV to "Today" is "The Larry King Show," they adjust their presentations according to the generic formulas, the audiences, and the styles of each program. A thorough examination of how they are doing this allows us not only to see and judge their views about a number of groups, but also to test their consistency from appearance to appearance. To understand what is happening in those performances, one must know something about the programs' audiences and their expectations of the programs. One must know the shows well enough to see how the candidates are playing to a particular audience and fulfilling its expectations. Mr. Clinton's hip, self-referential "inching" joke, told during the appearance in which he played the saxophone for the young audience of "The Arsenio Hall Show," would never have been told when

he appeared on the generically different "Today Show."

Vice President Quayle's attack on "Murphy Brown" in which he said the main character set a bad example for youths by having a child "out of wedlock"—made TV and the values it conveys an issue in the current campaign. But his comments can't be responsibly judged unless we have watched the show and can assess whether what he says about it is valid. We also need to know the history of TV to assess whether his claim that the medium is destroying "family values" is valid.

Students today may need to be reminded of the days when the values conveyed in

television shows were different. Classroom viewing of "The Donna Reed Show," "Leave It to Beaver," and "The Dick Van Dyke Show" would reveal that "traditional" family values were very much boomer values were raised on these shows would go on to nuke divorce in the pastime. By 1969, before a single divorced person appeared as a principal character in a TV series, the number of divorces in this country already had reached an all-time high. If they knew their TV history, students would be more likely to ask themselves whether, if "Murphy Brown" values are detrimental to families, shouldn't the values conveyed on "Leave It to Beaver" have encouraged families to stay together?

ALTHOUGH the values conveyed in television series have not always conformed with real life, the series can reinforce certain stereotypical traits. The celebration of individualism, free enterprise, mags-to-riches stories, and "Lone Ranger" justice in hundreds of TV series from "The Beverly Hillsbillies" to "21st Century" nicely trained television audiences to respond positively to a new TV character, the individualistic, hostage-rescuing billionaire H. Ross Perot. Because Mr. Perot fits into well-known, "maverick" character types when he voiced interest in becoming President, some voters might have made assumptions about him based more on television heroes than on what they actually knew of his own personality and character.

The irony, then, is that the traditional academic complains bitterly about what television has done to trivialize politics, but at the same time ridicules the idea of requiring students to take classes analyzing popular TV. The link between television and politics is not going to be broken. Our best defense is to teach students about both.

Robert Thompson is an associate professor in the Newhouse School of Public Communication at Syracuse University and author of *Prime Time, Prime Moves* (Little, Brown & Co., 1992).

TO THE EDITOR:

provided extensive material that has presented the possibility of revised geopolitical priorities driven by repeated and cumulative economic failure in the former Soviet bloc. . . . Moreover, no serious contribution to the aggregate of international relations theory has argued that the Soviet Union, for that matter, the United States of America would exist in its present ethnic, social, or political form in perpetuity.

Professor Gaddis, I am sure, did not mean to attempt to destroy the excellent reputation of Hans Morgenthau, whom he correctly identifies as a founding father of international relations. His theory, nearly five decades old, is no more a sign of a failure of international relations than the Gulf War and Islam are facts that influence the world in the 20th century. That attempt to bring improved predictability to the field of political science, a discipline that must include in any paradigm the equal relevance of social, religious, political, economic, and historical factors of a

TO THE EDITOR:

John Lewis Gaddis exalts the role of traditional historical scholarship above those who would try to emphasize the "systemic" in "political science." He points out that the theorists of international relations failed to predict the demise of the Soviet Union and the rise of the Soviet Union with its concomitant bipolar world. As one who has contributed to the "theoretical" literature, it is tempting to respond with "on you too!"

OPINION

Their explicitness facilitates the distinction between the "is" and what is "desired" or "should be." As in physics, a good theory—though far from "reality" itself—is a foundation upon which a structure, ever more closely approximating reality, can, with care and labor, be built. Such a foundation itself then, though far from a major, necessary component of understanding international reality. The necessarily interdisciplinary struggle to build it represents an opportunity, not a "failure" as opportunity, one which should be welcomed by scholars rather than denigrated by scholars.

ALVIN M. SAPERSTEIN
Professor of Social Sciences
Wayne State University
Detroit

Richard D. Mohr and university presses

TO THE EDITOR:
Columbia University Press received in 1988 to initiate a series in history and gay studies. Our editor wrote Richard D. Mohr (University of Illinois at Urbana-Champaign) and in January 1989 we reached an agreement to work together on the series "Between Men—Between Women: Lesbian and Gay Studies," with Mohr as general editor, and advisors Eugene Rice (Columbia University), John Boswell (Yale University), Claudia Cord (University of Wisconsin at Madison), Richard Gross (University of California at Los Angeles), Gilbert H. Herd (University of Chicago), Barbara E. Johnson (Harvard University), and Rhonda R. Rivera (Ohio State University).

Some books have been published in the series so far with Mohr's effective and energetic participation, until his resignation in September 1991. The editors of the series now are Lilian Faderman (Old City Books), and Larry Gross (University of Pennsylvania).

Is the Point of View "When University Presses Give In to Bins, Academic Principle Will Be Disregarded" (July 15), Professor Mohr characterizes the series as a "high-volume cash cow." We reject that claim. Lilian Faderman's *Old Girls and Twilight Lovers*, an award-winning book of broad general interest, has had exceptionally good sales. The aim of the series is to publish outstanding scholarship; this has been demonstrated by the excellent reviews of other books in the series, while sales figures have been characteristic of books from prominent university press publishers.

Mohr mentioned Columbia's rejection of *Gay Ideas: Outing and Other Controversies*. It is wrong to indict the system of review followed by university presses publication committees on the grounds cited by Professor Mohr, given the range of books found worthy to be published and forthcoming in Columbia's "Between Men—Between Women" series.

JOHN D. MOORE
Columbia University Press
New York City

TO THE EDITOR:
By now, readers of *The Chronicle* are familiar with Richard D. Mohr's

variety-press publication committees on the grounds cited by Professor Mohr, given the range of books found worthy to be published and forthcoming in Columbia's "Between Men—Between Women" series.

JOHN D. MOORE
Columbia University Press
New York City

OPINION

TO THE EDITOR:
I am highly incensed at the thought that Richard D. Mohr both states and implies, which is that university presses and their boards do not have the right to publish, or not to publish, for whatever reason, my manuscript. This person's thinking as displayed here is dangerous. . . .

The only charter that I know of for all of our great university presses is to disseminate scholarly knowledge. . . . Mr. Mohr has no right to try to tell university presses which manuscript they should accept, either directly or by public criticism. . . . It seems to me that Professor Mohr needs to research and learn more about freedom and the infringement on our freedom both directly and by innuendo as well as whether pornography is considered an infringement. I will not even venture into the moral side of his art and sex. Perhaps it is better that he learn this by public rejection so that he will really have something to cry about.

I do not consider Mr. Mohr's writing, editing, and conduct very professional or scholarly. I suppose he will tell me that I have no right to that opinion either.

ROBERT L. WARREN
Associate Director
The Johns Hopkins University Press
Baltimore

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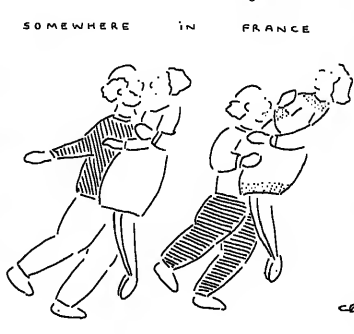
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SOMEWHERE IN FRANCE



THE MILLER SISTERS ARE BEING SWEET OFF THEIR FEET

THE CHRONICLE OF HIGHER EDUCATION

criticism of university presses for declining his manuscript, *Gay Ideas: Outing and Other Controversies*. As a veteran of 10 years' work in the university-press world, I'm inclined to believe that homophobia affects few decisions made by university-press editors. Now that we at Beacon have accepted Mohr's manuscript, however, we have come face to face with a much more insidious form of homophobia—an unexpected, hidden, and effective means of censorship that could keep this important, controversial, and groundbreaking book from reaching any audience at all.

Beacon Press, a non-profit publisher, associate member of the Association of American University Presses, and established publisher of scholarly books, accepted Mohr's manuscript after reviewing readers' reports solicited by university-press editors, commissioning our own reports, and overseeing substantial manuscript revisions by the author. Wayne Koestenbaum, professor of English at Yale University, called the book, "irresistible, brilliant." James Snelson, professor of art history at Queens College, wrote, "One need not agree with all Mohr's conclusions to feel that one is in the presence of an original and sophisticated mind." David Greenberg, professor of sociology at New York University, said, "Mohr shows how a consistent philosophy of individualism and respect for human dignity can clarify difficult issues facing gay Americans today. His arguments cannot be ignored."

After we accepted and edited this book, we submitted it to 25 printers (including all of our standard suppliers) and were turned down by 24. Only one printer—a supplier of glossy corporate reports—has agreed to take the job, but because their business is not book printing, we will pay a premium for their services. Some printers claimed that their employees would balk at working on a project that contains sexually explicit art. So, *Gay Ideas* (and other books by scholars and academics) is being printed by a press—was nearly suppressed not by publishers, but by printers who decided to impose their own content restrictions—and published by scholars and academics. Printers who think nothing of printing pictures of heterosexual (i.e., normal) sex or who decorate their shop floors with calendars of naked

women don't want to acknowledge that homophobia underlies their selective moralizing when confronted with the pictures in our book, some of which passed muster, of course, in the famous Cincinnati Mapplethorpe trial.

Rather than debating the degree of enthusiasm in various readers' reports or the bases for individual publishers' decisions to accept or decline this work, I think we all—publishers and scholars alike—should band together against the censorship we have encountered. Should printers really have the power to decide what is appropriate for a reputable publisher to print? I think editorial decisions must be made by publishers—and no one else.

WENSHY F. STROTSMAN
Director
Beacon Press
Boston

TO THE EDITOR:
In my article "Why Do Academics Continue to Insist on 'Proper' English?" (Opinion, July 1), I referred to standard English as a myth because there is not one universally agreed-upon standard, but rather a loosely configured set of standards subject to so many variables of geography, sociology, context, style, and editorial whim that it is futile to speak of language as if it were a monolith.

One of my critics takes me to task for writing in so-called standard English ("Debating the Myth of Standard English," Letters to the Editor, July 22). "Language, diversity, and 'proper' English," Letters to the Editor, July 29. To this I reply that it would be pretentious and condescending for me to mimic dialect writing, as some others have done in response to my piece. And I should point out as well that the prose of my article was heavily managed by several layers of *Chronicle* editors. My best thought is not with standard English, or standards of English, but with linguistic prejudice.

The editors also switched the focus of my essay by changing its original title, which was "Why Can't More Standard English Be Politically Correct?" This is entirely within their prerogative, and I, too, worry that anything lagged politically correct may prompt a knee-jerk response.

But a title challenging proper English, which is not my intent at all, promotes a different but equally automatic response, the cry that the barbarians will be allowed to destroy the linguistic treasure that is ours. And it deflects the reader's attention from the irony I was pointing to: that we frequently refuse to extend our tolerance of cultural diversity to the area of language. Indeed, one of my critics confirmed this irony when he acknowledged his grudging use of singular *they* to avoid what he calls the " sexist (but grammatical) *his*," while continuing to insist on proper English everywhere else. (*His* is no more grammatical than *they* in reference to indefinite antecedents: Although *they* violates a constraint on agreement in number, the generic masculine *his* violates an equally "grammatical" constraint on agreement in gender.)

Several critics argue that only so-called standard English can be unambiguous and precise. This, of course, is nonsense. All varieties of language, the standard as well as the stigmatized, can be ambiguous or unambiguous, precise or imprecise. The average administrative memo, my own included, may have standard subject-verb agreement and kosher spelling but tends to be verbose and hard to follow, if not altogether mind-numbing.

Others argue that only standard English can provide entrée into the work force. It is true, for example, that speech tests have been used at various times to exclude Jews, Asians, Hispanics, and African Americans, among others, from the teaching ranks in this country. Courts tend to hold that discrimination on the basis of language or accent is illegal if it can be shown that communication skills, a term that to my mind is unconstitutionally vague, are necessary for a particular job. As a result, teachers often develop an overly precise pronunciation that reinforces the stereotype of pedagogy as language pedant. In general, though, employers intent on discriminating against workers will do so any way they can. Changing our language will only force them to find another reason not to hire or promote you.

Appropriate use of language is ultimately dictated not by style books or usage cops, but by contexts. We all modify our spoken and written language to fit all sorts of changing situations. Or we resist the social pressure to modify our language. In most cases, we do a little of both. What we must learn to do is examine our linguistic prejudices in the same way we have learned to look at our other cultural preconceptions. And we must learn to enjoy, rather than condemn, the varieties of language at our disposal.

DENNIS BARON
Professor of English and Linguistics
University of Illinois at Urbana-Champaign
Urbana, Ill.

TO THE EDITOR:
Send the letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

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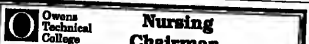
Syracuse University is continuing its search for an individual with demonstrated leadership potential for the chair of the Department of Health & Physical Education. The faculty is beginning to transform this program by focusing more on the science of exercise and sport. The chair will help guide the development of a nationally prominent program in this field.

The chair is responsible for coordinating undergraduate and graduate degree programs, ensuring faculty teaching and research, furthering university and community service, and serving as a liaison to the Department of Health & Physical Education. The chair will also have teaching and administrative duties. Continuation of the candidate's research program in this field.

This tenure-track appointment — with an initial three-year contract — will be open, preference will be given to individuals with a record of research in the field of exercise and sport. Additional teaching or experience in sports medicine, physical education, kinesiology, exercise physiology, or health promotion is desirable. Candidates must have an earned doctorate, extensive experience in university teaching and doctoral education, an ongoing research agenda, and a developed record of research publications.

Application screening will be ongoing and will continue until the position is filled. The appointment will begin in September 1992, and January 1993, or as soon as possible thereafter. Please send applications, nominations, and inquiries to Dr. James W. Hootman, Associate Dean, School of Education, Syracuse University, 200 Hamilton Hall, Syracuse, New York 13244-2340 or call (315) 463-7923. Candidates should include a letter of application, curriculum vitae, and at least three references. Salary is commensurate with experience.

Syracuse University is an Equal Opportunity/Affirmative Action Employer.



Owens Technical College is re-opening the search for a **Chairman of the Administration** and **Chairman of the Academic**. Owens Technical College is a nationally accredited, state-sanctioned, public two-year college which is part of Ohio's higher education system. With nearly 10,000 students in Ohio.

Qualifications: Masters of Science in Nursing required. Experience in nursing administration required; nursing education administration preferred. Teaching experience required. Must have a minimum of 10 years of nursing experience. Current RN licensure in Ohio or eligibility for the Ohio licensure exam.

Application Procedures: To apply, send cover letter, application form, resume, three letters of reference, and copies of transcripts to: Office of Human Resources, Owens Technical College, P.O. Box 10,000, Toledo, OH 43690-1007. (419) 680-0050, Ext. 220.

Applications received by September 15, 1992 will be assured maximum consideration. Confidential review will continue until the position is filled.

Affirmative Action/Equal Opportunity Employer.

ASSOCIATE OR FULL PROFESSOR POSITION IN BUSINESS POLICY

Edwin L. Cox School of Business
Southern Methodist University

The Edwin L. Cox School of Business at Southern Methodist University is seeking candidates for Associate or Full Professor positions in Business Policy. We are seeking individuals who:

- have demonstrated outstanding accomplishments in the field of Business Policy
- have a significant record of publications in business policy journals
- have a commitment to teaching and scholarship

Nominations or applications will be accepted through September 15, 1992. Southern Methodist University is an Equal Opportunity/Affirmative Action, Title IX Employer.

Professional references, and a statement of interest should be sent to: Dr. John E. Hootman, Director of the Edwin L. Cox School of Business, Southern Methodist University, Box 7500, Dallas, Texas 75275. Please include a cover letter and a resume. Nominations or applications should be sent to: Dr. John E. Hootman, Director of the Edwin L. Cox School of Business, Southern Methodist University, Box 7500, Dallas, Texas 75275. Please include a cover letter and a resume.

Endowment Professorship at the University of Wisconsin-Madison. The University of Wisconsin-Madison is seeking a full-time, tenure-track Endowment Professorship in the Department of Educational Psychology. The position is in the area of educational psychology and is a full-time, tenure-track position. The position is in the area of educational psychology and is a full-time, tenure-track position.

Endowment Professorship at the University of Wisconsin-Madison. The University of Wisconsin-Madison is seeking a full-time, tenure-track Endowment Professorship in the Department of Educational Psychology. The position is in the area of educational psychology and is a full-time, tenure-track position. The position is in the area of educational psychology and is a full-time, tenure-track position.

PURDUE UNIVERSITY

Department of Audiology and Speech Sciences
Announces a Position Opening for
DEPARTMENT HEAD

The position requires demonstrated leadership and national recognition in the field of audiology and speech sciences. The position is a full-time, tenure-track position. The position is in the area of audiology and speech sciences and is a full-time, tenure-track position.

Applications received by September 15, 1992 will be assured maximum consideration. Confidential review will continue until the position is filled.

Affirmative Action/Equal Opportunity Employer.

CLAYTON STATE COLLEGE

A Senior College of the University System of Georgia

SCHOOL OF BUSINESS

Associate Professor of Marketing

Incumbent will teach marketing, advise students, assist in developing an outcome-focused marketing curriculum, manage student progress in a growing undergraduate business program, and serve as a liaison to the business community. The position is a full-time, tenure-track position.

Applications will be accepted until December 31, 1992. The position is a full-time, tenure-track position. The position is in the area of marketing and is a full-time, tenure-track position.

Clayton State College is an Equal Opportunity/Affirmative Action Employer.

WESTERN NEBRASKA COMMUNITY COLLEGE

MUSIC INSTRUCTOR/BAND DIRECTOR

Western Nebraska Community College, Greeleyville Campus, is seeking applications for the position of Music Instructor/Band Director. The position is a full-time, tenure-track position. The position is in the area of music and is a full-time, tenure-track position.

Applications received by September 15, 1992 will be assured maximum consideration. Confidential review will continue until the position is filled.

Affirmative Action/Equal Opportunity Employer.

Claremont McKenna College

THE FLETCHER JONES PROFESSORSHIP

Nominations and applications are solicited for appointment to the Fletcher Jones Professorship in Accounting. The position is a full-time, tenure-track position. The position is in the area of accounting and is a full-time, tenure-track position.

Applications received by September 15, 1992 will be assured maximum consideration. Confidential review will continue until the position is filled.

Claremont McKenna College is an Equal Opportunity/Affirmative Action Employer.

GETTYSBURG

International Relations

The Department of Political Science invites applications for a full-time, tenure-track position in International Relations. The position is in the area of international relations and is a full-time, tenure-track position.

Applications received by September 15, 1992 will be assured maximum consideration. Confidential review will continue until the position is filled.

Gettysburg College is an Equal Opportunity/Affirmative Action Employer.

PSYCHOLOGIST II

South Dakota Department of Corrections, Gillette Prison Hospital, Rapid City, South Dakota, is seeking applications for the position of Psychologist II. The position is a full-time, tenure-track position.

Applications received by September 15, 1992 will be assured maximum consideration. Confidential review will continue until the position is filled.

South Dakota Department of Corrections is an Equal Opportunity/Affirmative Action Employer.

CLARKE COLLEGE

1550 CLARKE DRIVE
DUBUQUE, IOWA 52001-3198

SEARCH REOPENED

The Clarke College and Teagle Foundation

Minority ABD Scholars Program

In 1990, the Teagle Foundation granted Clarke College funds to award four appointments over a four-year period to graduate students who have completed coursework in a doctoral program. The position is a full-time, tenure-track position.

Applications received by September 15, 1992 will be assured maximum consideration. Confidential review will continue until the position is filled.

Clarke College is an Equal Opportunity/Affirmative Action Employer.

Daytona Beach Community College seeks qualified applicants for the following position:

Learning Skills Diagnostician

The Learning Skills Diagnostician is responsible for the development, organization and delivery of the institution's assessment system. The position is a full-time, tenure-track position.

Applications received by September 15, 1992 will be assured maximum consideration. Confidential review will continue until the position is filled.

Daytona Beach Community College is an Equal Opportunity/Affirmative Action Employer.

Senior Research Analyst

Center for Educational Research
University of Missouri-Columbia

The Center for Educational Research (CER) seeks qualified applicants for a senior research analyst position. The position is a full-time, tenure-track position.

Applications received by September 15, 1992 will be assured maximum consideration. Confidential review will continue until the position is filled.

University of Missouri-Columbia is an Equal Opportunity/Affirmative Action Employer.

INDIANA UNIVERSITY

Minority Faculty Recruitment Program for the Summer of 1993

Indiana University is seeking qualified minorities to participate in the 1993 Summer Faculty Recruitment Program. The position is a full-time, tenure-track position.

Applications received by September 15, 1992 will be assured maximum consideration. Confidential review will continue until the position is filled.

Indiana University is an Equal Opportunity/Affirmative Action Employer.

ST. LAWRENCE UNIVERSITY

American Politics/African-American Politics

The Department of Government at St. Lawrence University invites applications for a full-time, tenure-track position in American Politics/African-American Politics. The position is in the area of American politics and is a full-time, tenure-track position.

Applications received by September 15, 1992 will be assured maximum consideration. Confidential review will continue until the position is filled.

St. Lawrence University is an Equal Opportunity/Affirmative Action Employer.

MUSKINGUM COLLEGE

Head Volleyball/Tennis Coach

Muskingum College seeks Head Volleyball/Tennis Coach to continue developing and enhancing the women's volleyball and tennis program. The position is a full-time, tenure-track position.

Applications received by September 15, 1992 will be assured maximum consideration. Confidential review will continue until the position is filled.

Muskingum College is an Equal Opportunity/Affirmative Action Employer.

Language Training Supervisor Positions

(1) Russian Language and
(2) Turkic Languages of former USSR

The School of Language Studies, Foreign Services Institute, Dept. of State, is seeking applications for two positions as Language Training Supervisor for Russian and Turkic Languages of former USSR. The position is a full-time, tenure-track position.

Applications received by September 15, 1992 will be assured maximum consideration. Confidential review will continue until the position is filled.

Department of State is an Equal Opportunity/Affirmative Action Employer.

Norwalk Community College

Norwalk State Technical College

A UNITED COLLEGE

FACULTY POSITIONS

Responsibilities include the planning, supervision and delivery of student services in the Academic and Career Counseling Center. The position is a full-time, tenure-track position.

Applications received by September 15, 1992 will be assured maximum consideration. Confidential review will continue until the position is filled.

Norwalk Community College is an Equal Opportunity/Affirmative Action Employer.

STUDENT SERVICES POSITIONS

Director of Academic & Career Counseling

Responsibilities include the planning, supervision and delivery of student services in the Academic and Career Counseling Center. The position is a full-time, tenure-track position.

Applications received by September 15, 1992 will be assured maximum consideration. Confidential review will continue until the position is filled.

Norwalk Community College is an Equal Opportunity/Affirmative Action Employer.

COMMUNITY & TECHNICAL COLLEGES OF CONNECTICUT

Head Volleyball/Tennis Coach

Muskingum College seeks Head Volleyball/Tennis Coach to continue developing and enhancing the women's volleyball and tennis program. The position is a full-time, tenure-track position.

Applications received by September 15, 1992 will be assured maximum consideration. Confidential review will continue until the position is filled.

Muskingum College is an Equal Opportunity/Affirmative Action Employer.

SERIALS ASSISTANT HEAD

Univ. of Penn. Challenging position in an active serials dept. Responsible for serials acquisitions & receipt & monitoring vendor performance. Assist in budgeting & supervising clerical staff. Frequent interaction with collection development staff. The position is a full-time, tenure-track position.

Applications received by September 15, 1992 will be assured maximum consideration. Confidential review will continue until the position is filled.

University of Pennsylvania is an Equal Opportunity/Affirmative Action Employer.



ASSISTANT DIRECTOR OF HOUSING AND DINING SERVICES FOR RESIDENCE LIFE

Background: Kansas State University is a large multi-purpose state university. KSU was founded on a land grant institution in 1883. The university enrolls approximately 21,000 students from all 50 states and 100 foreign countries. The university is located in Manhattan, Kansas. The Department of Housing and Dining Services manages approximately 4,000 students in 10 residence halls, one scholarship house and serves three dining facilities. The department also has responsibility for twenty-four family living units housing approximately 1,000 residents.

Duties and Responsibilities: The Assistant Director is responsible for coordinating all functions within the residence life component of the department. The Assistant Director is part of a management team that directs dining services, maintenance and housekeeping, personnel and payroll, building operations, student organizations, accounting, computer support services, and family housing. The Assistant Director reports directly to the Director of Housing and Dining Services.

Responsibilities include the selection, training and supervision of professional staff director, graduate assistant staff and numerous student employees. The position provides direction for all food service, catering, student development and development programs in the residence life area. The Assistant Director is responsible for the management of the residence life budget. The Assistant Director is responsible for the management of the residence life budget. The Assistant Director is responsible for the management of the residence life budget.

Qualifications: A master's degree in student personnel, higher education administration or related field is required. A minimum of five years' full-time, post-master's work in housing administration is required. Demonstrated ability to work with a comprehensive management team representing an auxiliary enterprise. Proven ability to integrate and implement current student development theory and practice with quality customer service.

Reimbursement: The Assistant Director appointment is a full-time, twelve-month appointment of a faculty associate with housing and dining services. The position is a full-time, twelve-month appointment of a faculty associate with housing and dining services. The position is a full-time, twelve-month appointment of a faculty associate with housing and dining services.

Inquiries/Applications: For complete information or to make application please contact:

Search Committee
Dr. Chuck Wacker
Director of Housing and Dining Services
Phyllis B. Wacker
Kansas State University
Manhattan, Kansas 66506-4001
(913) 933-9453

Candidates should include a letter of application, a resume and the names, addresses and phone numbers of three references. All materials should be submitted by September 1, 1992. Anticipated starting date is January 1, 1993.

Kansas State University is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.



SENIOR RESEARCH ANALYST

Embry-Riddle Aeronautical University is currently seeking a Senior Research Analyst to provide support for institutional research and effectiveness office in research, training and survey-related activities. This includes working with faculty staff and administration in planning, institutional effectiveness and TQM at the University. Survey research entails design, administration, analysis, report preparation and presentation of results.

Qualified applicants must possess a Master's degree (preferably in statistics, computer science, mathematics) and have teaching experience; knowledge of IBM personal computer experience and software packages, and knowledge of methods of statistical analysis and software packages. Salary commensurate with experience. For consideration, please submit a letter of application, resume and a list of three references to: Human Resources Department, Embry-Riddle Aeronautical University, 600 South Clyde Road, Daytona Beach, Florida 32114-9990.

Women and minority group members are encouraged to apply. EOE.

Library Technical Services Assistant, 21,000 students, large multi-purpose state university. KSU was founded on a land grant institution in 1883. The university enrolls approximately 21,000 students from all 50 states and 100 foreign countries. The university is located in Manhattan, Kansas. The Department of Housing and Dining Services manages approximately 4,000 students in 10 residence halls, one scholarship house and serves three dining facilities. The department also has responsibility for twenty-four family living units housing approximately 1,000 residents.

Duties and Responsibilities: The Assistant Director is responsible for coordinating all functions within the residence life component of the department. The Assistant Director is part of a management team that directs dining services, maintenance and housekeeping, personnel and payroll, building operations, student organizations, accounting, computer support services, and family housing. The Assistant Director reports directly to the Director of Housing and Dining Services.

Responsibilities include the selection, training and supervision of professional staff director, graduate assistant staff and numerous student employees. The position provides direction for all food service, catering, student development and development programs in the residence life area. The Assistant Director is responsible for the management of the residence life budget. The Assistant Director is responsible for the management of the residence life budget.



RICE CONTROLLER

Applications and nominations are invited for the position of Controller of Rice University. Reporting to the Vice President for Finance and Administration, the Controller is responsible for the University-wide administration of accounting and financial reporting operations including, but not limited to, general accounting, accounts payable and receivable, payroll, grant accounting, endowment accounting, financial reporting, audit, and financial analysis.

The responsibilities of the position include a leadership role in the design and implementation of a new computer system for financial accounting and reporting. The successful candidate will have strong interpersonal, managerial, and technical accounting skills. A bachelor's degree is required with a CPA and/or Master's degree preferred. Knowledge of fund accounting and experience in higher education is preferred but not required. A minimum of five years' management level experience is required. Demonstrated success in implementing computer and accounting systems is desired.

By combining the best qualities of a major research institution with those of an intimate liberal arts college, Rice University has become one of the premier universities in the United States. Rice benefits from an endowment of over \$1 billion. The campus is a beautiful 1,000-acre campus in the heart of Houston. The campus is a beautiful 1,000-acre campus in the heart of Houston. The campus is a beautiful 1,000-acre campus in the heart of Houston.

Applicants should send a letter of introduction, a resume and, if possible, a list of names, addresses, and telephone numbers of three references to:

Bala G. Dhaman, Chair, Controller Search Committee
Rice University
Houston, Texas 77005
P.O. Box 2666
Rice University is an equal opportunity, affirmative action institution.

Director of Athletics University of California, Irvine

The Director of Athletics provides managerial leadership for an NCAA Division I program which competes in the Big West Conference. A major emphasis for the Director over the next few years will be developing private support for athletic scholarship in the range of \$500,000 annually, while maintaining much of the internal departmental management to assistant director.

Qualifications: An individual must be those whose experiences demonstrate:

1. Effective leadership in the management of an NCAA Division I athletics program;
2. The ability to secure private support for athletics in the range of \$500,000 to \$1,000,000 annually;
3. Success in balancing a complex, multi-source budget;
4. Commitment to a student-athlete philosophy of athletics within a Division I program.

Appointment and Salary: Position available immediately; salary commensurate with professional experience and education.

Application: Send letter of application and resume to be postmarked (or dated) by September 1, 1992 to ensure full consideration. Applications may be submitted by e-mail, or by hard copy to the search committee. The search committee is located at the University of California, Irvine, 92697-1550.

Office of the Vice Chancellor/Student Affairs and Campus Life
92697-1550
Irvine, California 92697-1550
Fax: (714) 785-2535

UCI is an Affirmative Action, Equal Opportunity Employer and seeks a diverse pool of candidates.

Director of Annual Giving

Lake Forest College has an immediate opening for the position of Director of Annual Giving. The Director of Annual Giving is responsible for planning and implementation of the annual giving program. The Director of Annual Giving is responsible for planning and implementation of the annual giving program. The Director of Annual Giving is responsible for planning and implementation of the annual giving program.

Interested candidates should submit a letter of application, resume and names of three references no later than September 15, 1992 to:

Editor College Periodical

Skidmore College is seeking an editor for *Skidmore Scope*, the college's main periodical, published six times a year for alumni, parents, friends, and the campus community. *Scope* is an award-winning, tabloid-sized publication that presents the people, programs, and activities of a lively academic community through news stories, feature stories, profiles, etc. The editor plays an important role in conveying the philosophy and goals of the college.

Responsibilities: Serves as both a strategic and a hands-on manager in overseeing all aspects of the publication. Responsibilities include writing, editing, developing production schedules, and working in relation to institutional goals. Also manages photography, graphic design, print production, and budget.

Work closely with the Office of Development and College Affairs and direct activities of the *Scope* Advisory Board. Also maintain communication with students, faculty, and staff. Reports to the Director of College Relations and oversees the work of the Associate Editor. Works closely with in-house staff for writing and graphic design. Takes an active interest in the intellectual and cocurricular life of the college.

Qualifications: Bachelor's degree with a minimum of four years of experience in writing, editing, or publications management, preferably in higher education. Thorough knowledge of grammar, mechanics, and style. Ability to write in a lively and engaging manner. Familiarity with computer applications, as well as photography, graphic design, and print production. Strong interpersonal and management skills. Appreciation of the unique nature of a liberal arts college.

Send resume and sample of work, including at least three writing samples to: Peter J. Devlin, Editor, Skidmore College, 1000 Broadway, New York, NY 10003. Review of applications to begin Sept. 1, 1992.

SKIDMORE

DIRECTOR, DIVISION OF BIOLOGICAL INSTRUMENTATION AND RESOURCES

NPS's Directorate for Biological Sciences is seeking qualified candidates for the position of Director, Division of Biological Instrumentation and Resources. The Division is responsible for the management of biological instrumentation and instrument development facilities, including marine and terrestrial facilities, and the management of biological instrumentation and instrument development facilities.

The Senior Service Position, with a salary range of \$54,100 to \$74,100, is an exempt position with a two-year term. Alternatively, selection may be assigned under Interagency Personnel Action Authority. The position is a full-time position.

Applicants must have a Ph.D. or equivalent experience in biology, molecular biology, or related disciplines (e.g., biochemistry, molecular biology, or related disciplines). The position is a full-time position.

Applicants should send a letter of application, resume, and a list of three references to: George D. Pittman, Jr., Director, Division of Biological Instrumentation and Resources, National Science Foundation, Washington, D.C. 20550.

Director of Annual Giving

Lake Forest College has an immediate opening for the position of Director of Annual Giving. The Director of Annual Giving is responsible for planning and implementation of the annual giving program. The Director of Annual Giving is responsible for planning and implementation of the annual giving program. The Director of Annual Giving is responsible for planning and implementation of the annual giving program.

Interested candidates should submit a letter of application, resume and names of three references no later than September 15, 1992 to:

Vice President for Development and Public Affairs
Lake Forest College
550 North Sheridan Road
Lake Forest, IL 60045

Library Reference Librarian, 21,000 students, large multi-purpose state university. KSU was founded on a land grant institution in 1883. The university enrolls approximately 21,000 students from all 50 states and 100 foreign countries. The university is located in Manhattan, Kansas. The Department of Housing and Dining Services manages approximately 4,000 students in 10 residence halls, one scholarship house and serves three dining facilities. The department also has responsibility for twenty-four family living units housing approximately 1,000 residents.



UNIVERSITY OF GUAM

The University of Guam solicits applications to establish a list of eligibles for the following non-tenure or tenure-track, full-time position—subject to availability of funds:

EXTENSION AGENT I-MEDIA

\$36,954.00 \$47,685.00 per annum

NATURE OF WORK: This is responsible, professional work, moderately complex for an entry-to mid-career level, involving proficiency in written and visual literacy, demonstrating and executing the extension philosophy in mediated form and scientific method and scientific information in mediated form.

MINIMUM QUALIFICATIONS: Graduation with Bachelor's degree (Master's degree preferred, but not required) in Communication, Radio/TV/Film, Media Arts, Graphic Design, or a related field from an accredited college or university, and a minimum of three years of work experience.

A curriculum vitae, unofficial copies of undergraduate transcripts, official graduate transcripts (sent directly from respective colleges/universities), three recent confidential letters of recommendation or placement file and request for application form should be sent directly to University of Guam, Lucayan Kerry, Communication, Media Search Committee, c/o Personnel Services Division, UOG Station, Mangilao, Guam 96923.

For more information contact: Mr. John R. Durr, our representative on the U.S. Mainland West Coast, toll-free at 1-800-821-9233 between the hours of 8:00 am and 5:00 pm, Pacific Standard Time. The University of Guam is an Equal Opportunity Employer. Affirmative Action Employer.

UNIVERSITY OF CALIFORNIA, LOS ANGELES

The UCLA Division of Humanities, in the College of Letters and Sciences, is seeking a Director for the UCLA Humanities Computing Facility. The facility serves the computing needs of the humanities faculty, students and staff of 23 academic units. Opened in 1987, the facility currently operates three microcomputer labs, is in the process of installing the humanities computer network that will connect users to 11 buildings in the UCLA campus backbone, and provides consulting services to faculty and students. The annual budget of Humanities Computing Facility (HCF) has been in the range of \$40,000 to \$50,000.

The successful candidate will have extensive technical expertise in network management and implementation, familiarity with academic computing requirements relevant to the humanities, excellent management and planning skills, interpersonal skills necessary to work cooperatively with other computing units on the UCLA campus and beyond, the ability to work effectively with students and the Humanities Director of Development to secure external funding for HCF projects, and the energy, creativity and vision to provide leadership in UCLA's use of information technology in the humanities.

The Director reports to the Assistant Dean of Humanities and works in close consultation with the computing services by the Dean to provide guidance on computing policies and priorities. The annual salary is in the range of \$45,000 to \$65,000, depending upon qualifications and experience. An attractive benefits package is included. The position will be filled contingent upon the availability of funds. To apply, please send a letter of interest, curriculum vitae, and references, in hard copy and by electronic mail to the following three references:

Chair, HCF Director Search Committee
Department of Philosophy
University of California, Los Angeles
Los Angeles, CA 90024-1551

The search committee will begin the screening process on September 15, 1992. UCLA is an Equal Opportunity, Affirmative Action Employer. Minorities and women candidates are encouraged to apply.

MARSHALL UNIVERSITY RESEARCH CORPORATION

Research and Contracts Development Administration
GRANTS OFFICER

The Marshall University Research Corporation is seeking an experienced and motivated Grants Officer to manage the grant process and coordinate the grant process. The Grants Officer will be responsible for the management of the grant process and coordinate the grant process. The Grants Officer will be responsible for the management of the grant process and coordinate the grant process.

Interested candidates should submit a letter of application, resume, and a list of three references to: Mr. R. L. Schaefer, Executive Director, Marshall University Research Corporation, Marshall, WV 24601.

LIBRARY

Head of Technical Services
The College of Lake County is seeking a Head of Technical Services. The Head of Technical Services is responsible for the management of the technical services department. The Head of Technical Services is responsible for the management of the technical services department. The Head of Technical Services is responsible for the management of the technical services department.

Interested candidates should submit a letter of application, resume, and a list of three references to: The College of Lake County, 1000 North Lincoln Avenue, Lake County, IL 60054.

ASSISTANT/ASSOCIATE DIRECTOR OF OPERATIONS NATIONAL CENTER ON POSTSECONDARY TEACHING, LEARNING & ASSESSMENT

Nominations and applications are invited for the position of Assistant/Associate Director of Operations for the National Center on Postsecondary Teaching, Learning and Assessment. NCTLA is a five-year, \$3.9 million research and dissemination center funded by the U.S. Department of Education's Office of Educational Research and Improvement (OERI). A consortium of six major universities and thirteen nationally prominent researchers, NCTLA is located at The Pennsylvania State University and directed by a three person team in whom the Assistant/Associate Director will report.

The Assistant/Associate Director of Operations will be responsible for the overall management and operations of the Center. This includes conducting meetings of the research team, preparation of quarterly and annual reports for the government, coordination of Center activities with its National Advisory Board, on-going liaison with OERI program officer, and the Center's budgetary oversight and administration. The Assistant/Associate Director of Operations will keep the research team apprised of Center issues and facilitate communication across research programs.

Qualified candidates should have a Master's degree (Ph.D. or equivalent degree preferred) and at least five years of mid-level administrative experience. Experience administering funded research is desirable. Necessary duties include organizational and budgetary skills, ability to manage multiple tasks, strong writing and editorial skills, and good interpersonal communication skills. The position requires flexibility and the ability to handle the multiple tasks associated with management of a complex national center.

This is a three-year, fixed-term position to begin December 1, 1992, with application materials due AUGUST 15, 1992. Salary commensurate with qualifications and experience. Applicants should send a letter of application, a resume, and the names, addresses, and phone numbers of three references to:

Dr. James L. Rieff, Director
NCTLA
The Pennsylvania State University
403 South Allen Street, Suite 104
University Park, PA 16802-5252

PENNSTATE

The National Center is a consortium housed at The Pennsylvania State University that includes the University of Illinois at Chicago, Syracuse University, Northeastern University, Arizona State University, and the University of Tennessee.

An Affirmative Action/Equal Opportunity Employer
Women and Minorities Encouraged to Apply

DIRECTOR OF ADULT EDUCATION

The College of Lake County is a progressive community college located between Chicago and Milwaukee metropolitan areas, seeks a Director of Adult Education for a comprehensive Adult Education program. Duties include managing and supervising all adult education programs, including evening, weekend, and summer sessions. The Director of Adult Education is responsible for the management of the adult education program. The Director of Adult Education is responsible for the management of the adult education program.

Interested candidates should submit a letter of application, resume, and a list of three references to: The College of Lake County, 1000 North Lincoln Avenue, Lake County, IL 60054.

Services for Students with Disabilities Manager UNIVERSITY OF ALASKA ANCHORAGE

The University of Alaska Anchorage (UAA) is looking for an excited, innovative manager to administer the Students with Disabilities program. Full-time, 12 month position.

Minimum of a Master's degree in rehabilitation counseling, special education, college student personnel, public administration, higher education administration or related field as well as three to five years' experience working with individuals who experience a disability, preferably in a post-secondary institution. Demonstrated knowledge of a variety of disability needs.

Minimum of a Master's degree in rehabilitation counseling, special education, college student personnel, public administration, higher education administration or related field as well as three to five years' experience working with individuals who experience a disability, preferably in a post-secondary institution. Demonstrated knowledge of a variety of disability needs.

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An Equal Opportunity / Affirmative Action Institution

CAMPUS DEAN

University of Wisconsin Center Fox Valley

The University of Wisconsin Center-Fox Valley invites applications and nominations for the position of Campus Dean. The UW Center-Fox Valley, one of 10 University of Wisconsin Centers, is a two-year college located in Menasha, Wisconsin, in the heart of northeastern Wisconsin's Delta. In addition to credit instruction, area residents have the campus for continuing education programs, theater, art gallery and planetarium.

Qualifications: The Dean is the chief executive officer of the campus and reports to the Chancellor of the UW System. Duties of the office include working in collaboration with governing executives in the continued development of academic and support programs, budget and personnel administration and representation of the campus to the various public, including public agencies.

Qualifications: Candidates are required to have professional experience at the college or university level. Preference will be given to applicants who have had teaching and administrative experience in higher education and other appropriate experience for rank and tenure in a UW Center's academic department. In addition, the candidate should possess a strong knowledge of academic and administrative management and a strong sense of humor.

Salary: Annual salary is \$80,000-\$90,000 plus an excellent fringe benefit package. We anticipate a starting date no later than July 1, 1992.

Application Procedures: Applications should be received by September 1, 1992. Candidates should submit a letter of application stating personal qualifications and interest in the position and a resume. Nominations welcome. Send materials to:

Max Puskas, Chair
Search and Screen Committee
UW-Fox Valley
1500 Midway Road
Menasha, Wisconsin 54952-0002

The University of Wisconsin Center-Fox Valley is an Affirmative Action, Equal Opportunity Employer and encourages women and minorities to apply. Applications will be accepted by a statement of whether the applicant wishes to have the application held in confidence or made available to the public upon request.



Division of Educational Services

Expanding division is seeking energetic, skilled education specialists who are interested in consulting with medical school faculty on the design, implementation & evaluation of medical education programs.

SENIOR TEST AND MEASUREMENT SPECIALIST
Master's Degree in Educational Psychology or Education with emphasis in measurement/evaluation; min. 3 yrs. experience in higher education.

SENIOR EVALUATION SPECIALIST
Master's Degree in Educational Psychology or Education with emphasis in evaluation/evaluation; min. 3 yrs. experience in higher education.

INSTRUCTIONAL DESIGNER
Master's Degree in Education with emphasis in ID; min. 1 year's experience in higher education (two positions).

Qualified applicants should submit their CV to:
J. Behm, Sr. Asst. Administrator, Division of Educational Services, Medical College of Wisconsin, 8701 Watkinson Park Road, Milwaukee, WI 53226.

Equal Opportunity, Affirmative Action Employer, M/F/D.

DIRECTOR Counseling Center

The University of Maryland Baltimore County seeks a Director to coordinate, supervise and administer the Counseling Center operations. The professional staff and five psychology graduate interns conduct comprehensive programs of individual, group, educational and vocational individual and group counseling and testing.

Full time permanent position reporting to Vice President for Student Affairs; desirable immediately but negotiable. Ph.D. required; preferably counseling or clinical psychology. Minimum five years' full-time experience in college counseling; previous counseling experience and licensure or certification required. Experience working with culturally diverse populations highly desirable. Salary commensurate with experience with University of Maryland, Baltimore Salary Plan.

Letters of interest, resume, and current address and telephone numbers of three references may be received by September 1, 1992 to receive full consideration. Send to: Debra H. Johnson, Search Chair, Student Affairs Services, University of Maryland Baltimore, Baltimore, Maryland 21204-3338. Dr. Bonnie Johnson has interview of AFA.

UMBC is an AA/EEOE.

MANAGING DIRECTOR OF RESOURCE DEVELOPMENT, PLANNING, AND INSTITUTIONAL RESEARCH

Community Colleges of Spokane is recruiting for a Managing Director of Resource Development, Planning, and Institutional Research at Spokane Falls Community College. The College is seeking a leader who will oversee the development of the college's long-range plan and monitor its implementation. The position is responsible for institutional research projects that include data gathering, tracking, and statistical analysis, etc. Minimum qualifications: Bachelor's degree in business administration or equivalent; 10 years of experience in higher education; strong background in resource development, planning, and institutional research; ability to organize data; interpersonal skills; demonstrated success in planning and other fund-raising activities; and experience working with diverse groups in developing consensus. Salary: \$52,875. Desired date of employment: January 15, 1993. To apply obtain Community Colleges of Spokane application and submit with required materials. Obtain application from Human Resources Office, 2200 N. Grant Street, Spokane, WA 99207; phone: 509/333-7439. Application deadline: October 1, 1992.



DIRECTOR OF ADMISSIONS

United States Merchant Marine Academy at Kings Point

The Director of Admissions plans and implements all activities of the admission program including nationwide recruitment, selection, retention, and financial aid. Applicants should have a bachelor's or advanced degree. Four to six years of experience in policy development and administration of college admissions programs; excellent oral and written communication skills; the ability to initiate and organize recruiting activities; demonstrated knowledge of admissions counseling, current issues and trends affecting enrollment and retention; and computer based resources for supporting the admission program.

The Academy, one of the 5 Federal academies, is a four-year residential college of approximately 1,000 students. Administered by the Department of Transportation, its baccalaureate degree program prepares selected young men and women for service in the United States Merchant Marine and the United States Naval Reserve.

This is an accepted service position in the Federal government. U.S. citizenship is required. Salary competitive and commensurate with experience. Send letter of application and resume immediately to:

ACADEMY PERSONNEL OFFICE
U.S. MERCHANT MARINE ACADEMY
KINGS POINT, NEW YORK 11024-1699

Review of applications will begin August 17 and continue until a suitable candidate is found.

EQUAL OPPORTUNITY EMPLOYER M/F/H/V

State University of New York College of Agriculture and Technology at Cobleskill

EDUCATIONAL OPPORTUNITY PROGRAM COUNSELOR

Temporary appointment beginning Fall, 1992. To conduct academic, personal, career, and financial aid counseling. Counselor EOP student support services; organize tutorial programs; develop EOP meeting and seminar activities. Bachelor's degree in Counseling or related field required. Master's preferred. Experience working with disadvantaged and underrepresented populations required. Excellent benefits. Salary commensurate with experience. Send letter of application, resume, and three references to:

Dr. Renner Scialdo Street
Director of Human Resources Management
State University of New York
College of Agriculture and Technology
Cobleskill, NY 12043

An EEOAA Employer

For more information, call 702-794-1689. Send CV and names of three references to: Life Publications, Office Manager, Genetics and Cytogenetics Center, 5035 Lincoln Ave., Bethesda, Maryland 20814-4502. Three positions will remain open until filled.

AACSB: UW employs only U.S. citizens and alien lawfully authorized to work in the U.S.

For more information, call 702-794-1689. Send CV and names of three references to: Life Publications, Office Manager, Genetics and Cytogenetics Center, 5035 Lincoln Ave., Bethesda, Maryland 20814-4502. Three positions will remain open until filled.

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AACSB: UW employs only U.S. citizens and alien lawfully authorized to work in the U.S.

DEAN School of Business (Bloomington/Indianapolis) INDIANA UNIVERSITY

The School of Business at Indiana University is seeking applications and nominations for the position of Dean.

Qualifications: The Dean will have a baccalaureate degree and administrative leadership to the School of Business in a time of change and is responsible for the financing and expansion of related departments. The Dean is expected to articulate the mission of the School, to foster outstanding teaching, research and service, and to expand the resource base.

Qualifications: Candidates should have either the qualifications and business background with an outstanding record of leadership and achievement and a demonstrated commitment to and understanding of higher education.

Desirable qualifications include:

- a ability to lead and manage faculty, students and staff;
- a commitment to excellence in teaching, research and service;
- a demonstrated leadership in policy development and administration;
- a demonstrated leadership in policy development and administration;
- a demonstrated leadership in policy development and administration;

The School: The School offers degrees at the Bachelor's, Master's and Doctorate levels. All three are highly ranked programs nationally. The School has an enrollment of 3,500 undergraduate students, 200 faculty members and 60,000 alumni. It offers a wide variety of executive development and international exchange programs.

The School operates with a policy of one mission and one faculty at two locations—Bloomington and Indianapolis.

Starting Date: The position will be available on July 1, 1993.

Applications and Nominations: Applications received before October 1, 1992, will be given priority. Candidates should submit a letter of interest and a curriculum vitae or resume. Nominations and applications should be sent to:

Dean Search Committee
School of Business
Indiana University
Bloomington, IN 47405

Indiana University is an Equal Opportunity, Affirmative Action employer. Women and minorities are urged to apply.

For more information, call 702-794-1689. Send CV and names of three references to: Life Publications, Office Manager, Genetics and Cytogenetics Center, 5035 Lincoln Ave., Bethesda, Maryland 20814-4502. Three positions will remain open until filled.

AACSB: UW employs only U.S. citizens and alien lawfully authorized to work in the U.S.

For more information, call 702-794-1689. Send CV and names of three references to: Life Publications, Office Manager, Genetics and Cytogenetics Center, 5035 Lincoln Ave., Bethesda, Maryland 20814-4502. Three positions will remain open until filled.

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DEAN OF INSTRUCTION

The College of Piedmont Virginia Community College, a public two-year comprehensive community college, is a member of the Virginia Community College System. Located one mile from Charlottesville, Virginia, the college serves the city and area counties in central Virginia. Enrollment 15,000. Nearly 7,000 students are enrolled in credit programs. The college is seeking a leader who will oversee the development of the college's long-range plan and monitor its implementation. The position is responsible for institutional research projects that include data gathering, tracking, and statistical analysis, etc. Minimum qualifications: Bachelor's degree in business administration or equivalent; 10 years of experience in higher education; strong background in resource development, planning, and institutional research; ability to organize data; interpersonal skills; demonstrated success in planning and other fund-raising activities; and experience working with diverse groups in developing consensus. Salary: \$52,875. Desired date of employment: January 15, 1993. To apply obtain Community Colleges of Spokane application and submit with required materials. Obtain application from Human Resources Office, 2200 N. Grant Street, Spokane, WA 99207; phone: 509/333-7439. Application deadline: October 1, 1992.

Qualifications: The Dean will have a baccalaureate degree and administrative leadership to the School of Business in a time of change and is responsible for the financing and expansion of related departments. The Dean is expected to articulate the mission of the School, to foster outstanding teaching, research and service, and to expand the resource base.

Qualifications: Candidates should have either the qualifications and business background with an outstanding record of leadership and achievement and a demonstrated commitment to and understanding of higher education.

Desirable qualifications include:

- a ability to lead and manage faculty, students and staff;
- a commitment to excellence in teaching, research and service;
- a demonstrated leadership in policy development and administration;
- a demonstrated leadership in policy development and administration;
- a demonstrated leadership in policy development and administration;

The School: The School offers degrees at the Bachelor's, Master's and Doctorate levels. All three are highly ranked programs nationally. The School has an enrollment of 3,500 undergraduate students, 200 faculty members and 60,000 alumni. It offers a wide variety of executive development and international exchange programs.

The School operates with a policy of one mission and one faculty at two locations—Bloomington and Indianapolis.

Starting Date: The position will be available on July 1, 1993.

Applications and Nominations: Applications received before October 1, 1992, will be given priority. Candidates should submit a letter of interest and a curriculum vitae or resume. Nominations and applications should be sent to:

Dean Search Committee
School of Business
Indiana University
Bloomington, IN 47405

Indiana University is an Equal Opportunity, Affirmative Action employer. Women and minorities are urged to apply.

For more information, call 702-794-1689. Send CV and names of three references to: Life Publications, Office Manager, Genetics and Cytogenetics Center, 5035 Lincoln Ave., Bethesda, Maryland 20814-4502. Three positions will remain open until filled.

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DEAN AND DIRECTOR OF THE OHIO STATE UNIVERSITY AT MARION

The Ohio State University invites nominations and applications for the position of Dean and Director of the Marion Campus.

As one of four regional campuses of The Ohio State University, Marion offers the first and only two-year institution in central Ohio. The campus serves the area around Marion, Ohio, a town of approximately 1,500 people. The campus is seeking a leader who will oversee the development of the college's long-range plan and monitor its implementation. The position is responsible for institutional research projects that include data gathering, tracking, and statistical analysis, etc. Minimum qualifications: Bachelor's degree in business administration or equivalent; 10 years of experience in higher education; strong background in resource development, planning, and institutional research; ability to organize data; interpersonal skills; demonstrated success in planning and other fund-raising activities; and experience working with diverse groups in developing consensus. Salary: \$52,875. Desired date of employment: January 15, 1993. To apply obtain Community Colleges of Spokane application and submit with required materials. Obtain application from Human Resources Office, 2200 N. Grant Street, Spokane, WA 99207; phone: 509/333-7439. Application deadline: October 1, 1992.

Qualifications: The Dean will have a baccalaureate degree and administrative leadership to the School of Business in a time of change and is responsible for the financing and expansion of related departments. The Dean is expected to articulate the mission of the School, to foster outstanding teaching, research and service, and to expand the resource base.

Qualifications: Candidates should have either the qualifications and business background with an outstanding record of leadership and achievement and a demonstrated commitment to and understanding of higher education.

Desirable qualifications include:

- a ability to lead and manage faculty, students and staff;
- a commitment to excellence in teaching, research and service;
- a demonstrated leadership in policy development and administration;
- a demonstrated leadership in policy development and administration;
- a demonstrated leadership in policy development and administration;

The School: The School offers degrees at the Bachelor's, Master's and Doctorate levels. All three are highly ranked programs nationally. The School has an enrollment of 3,500 undergraduate students, 200 faculty members and 60,000 alumni. It offers a wide variety of executive development and international exchange programs.

The School operates with a policy of one mission and one faculty at two locations—Bloomington and Indianapolis.

Starting Date: The position will be available on July 1, 1993.

Applications and Nominations: Applications received before October 1, 1992, will be given priority. Candidates should submit a letter of interest and a curriculum vitae or resume. Nominations and applications should be sent to:

Dean Search Committee
School of Business
Indiana University
Bloomington, IN 47405

Indiana University is an Equal Opportunity, Affirmative Action employer. Women and minorities are urged to apply.

For more information, call 702-794-1689. Send CV and names of three references to: Life Publications, Office Manager, Genetics and Cytogenetics Center, 5035 Lincoln Ave., Bethesda, Maryland 20814-4502. Three positions will remain open until filled.

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For more information, call 702-794-1689. Send CV and names of three references to: Life Publications, Office Manager, Genetics and Cytogenetics Center, 5035 Lincoln

THE UNIVERSITY OF MONTEVALLO



PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

The University of Montevallo invites nominations and applications for the position of Provost/Vice President for Academic Affairs. This vacancy is created by the appointment of the Provost to the University presidency. The anticipated date of appointment is January 1, 1993, but no later than June 1, 1993.

The Provost/Vice President for Academic Affairs is the chief academic officer of the University and is responsible for its administration in the absence of the President.

A candidate should have an earned doctorate in an academic discipline with appropriate experience in academic administration. A candidate should have had experience at the Dean's level or above in long range university planning, curriculum development, faculty administration, and university budgeting, with distinguished record of academic leadership.

The University is a state assisted, predominantly undergraduate liberal arts institution with an enrollment of 3300 students in 75 program majors. Graduate study in selected fields is offered at the Master's and Educational Specialist levels. The University's academic program is housed in four colleges: Arts and Sciences, Business, Education, and Fine Arts. The University is located 32 miles south of Birmingham, Alabama's largest city, in the most rapidly developing area of the state.

Screening will begin September 1, 1992 and continue until a suitable applicant is found. Nominations, inquiries, and letters of application with resumes and 3 letters of reference submitted by references should be submitted to:

Robert M. McChesney, President
Chase 6001
University of Montevallo
Montevallo, Alabama 35115-0001

The University of Montevallo is an equal Opportunity Employer and encourages the nomination and candidacy of women and minorities.

VICE-PRESIDENT TRAINING AND RESEARCH

Vice President, Training and Research for non-profit/institute promoting educational reform. Affiliated with well-established non-profit, private school. Plans for national expansion. Responsibilities include: develop and implement training and research programs; grant writing and public relations in partnership with Development Office; new program development; community outreach; supervise training and research staff. Must have 3-5 years experience in professional training in education or human services, strong research background including publishing. Good grant writing skills and computer literacy. Ph.D. or M.Ed. level preferred. Travel required. Send resume with complete salary history and requirements to President, Inc., 1935 Fremont, South Pasadena, CA 91050.

Personnel counseling at related field research. The position is a full-time, non-profit, private school. Plans for national expansion. Responsibilities include: develop and implement training and research programs; grant writing and public relations in partnership with Development Office; new program development; community outreach; supervise training and research staff. Must have 3-5 years experience in professional training in education or human services, strong research background including publishing. Good grant writing skills and computer literacy. Ph.D. or M.Ed. level preferred. Travel required. Send resume with complete salary history and requirements to President, Inc., 1935 Fremont, South Pasadena, CA 91050.

Head of the Institute for the Study of the Americas at the University of Montevallo. The position is a full-time, non-profit, private school. Plans for national expansion. Responsibilities include: develop and implement training and research programs; grant writing and public relations in partnership with Development Office; new program development; community outreach; supervise training and research staff. Must have 3-5 years experience in professional training in education or human services, strong research background including publishing. Good grant writing skills and computer literacy. Ph.D. or M.Ed. level preferred. Travel required. Send resume with complete salary history and requirements to President, Inc., 1935 Fremont, South Pasadena, CA 91050.

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THE FRANKLIN INSTITUTE

Executive Vice President of Finance

The Franklin Institute, located in Philadelphia, is one of the leading science and technology museums in the country. Its primary components are the Science Museum, the Franklin Institute Center, and the Tullentum Center. The Franklin Institute is a non-profit organization. These facilities have created a museum that helps people visualize the world of the future. The Institute has an annual operating budget in excess of \$15 million. Endowment and Plan Funds total approximately \$37 million. Nearly one million people visit the museum annually and the staff currently numbers 320.

The Executive Vice President of Finance will serve as Chief financial officer and Corporate Treasurer of the Institute with broad managerial responsibility for the financial operations and planning of the Institute. Departments reporting to the Executive Vice President will be responsible for the Institute's external financial, legal and insurance relations.

The successful candidate will be a proven leader who can grasp complex financial issues, set strategic direction, formulate and implement meaningful plans, and communicate effectively to a wide range of constituencies. Outstanding interpersonal and communication skills are required.

Interested/qualified individuals should submit a resume by August 31, 1992 to Dr. James C. Hess, Executive Vice President, The Franklin Institute, 1300 Locust Street, Suite 3000, Philadelphia, PA 19103.

The Franklin Institute is an Equal Opportunity Employer. Women and minorities are encouraged to apply.

Fort Hays State University

Assistant Vice President for Administration and Finance

Responsibilities: Reports to the Vice President for Administration and Finance and is responsible for financial reporting, personnel administration, purchasing, administration of grants and contracts, accounting and related business office operations. Internal audit and other duties as assigned by the Vice President.

Qualifications: Bachelor's degree with significant coursework in accounting, advanced degree and/or CPA is preferred; progressive administrative and financial experience; published accounting and financial writing and oral communication skills and a demonstrated ability to effectively interact with a variety of groups.

The University FHSU controls 5,600 students annually and maintains a current operating budget of \$37,000,000.

Salary: Competitive commensurate with experience.

Closing Date: Review of applications begins on September 15 and will continue until the position is filled. The preferred starting date is February, 1993.

To Apply: Direct nomination or letter of application with a complete resume and the names, titles, addresses, and telephone numbers of five references to:

Mr. Nels May, Coordinator, Search Committee for Assistant Vice President for Administration and Finance
600 Park Street
Hays, Kansas 67601-4999

FHSU is an AA/EEO employer and encourages women, minorities, and persons with disabilities to apply.

RSU is an AA/EEO employer and encourages women, minorities, and persons with disabilities to apply.

Seattle University

ASSISTANT VICE PRESIDENT FOR UNIVERSITY RELATIONS/DIRECTOR OF DEVELOPMENT

Seattle University is an independent institution of higher education offering the Jesuit tradition of liberal education.

This position reports to the Vice President and supervises a staff of fifteen. Continually and implement the annual comprehensive plan for fund development.

Responsibilities include: annual fund, corporate, foundation, major gifts, and special events. Develop and implement the annual comprehensive plan for fund development.

Plan and direct a successful program to raise funds for endowment, capital, and other purposes. Develop and implement the annual comprehensive plan for fund development.

Salary commensurate with experience, plus medical, dental and educational benefits.

Send cover letter, resume, and three references to Seattle University, Office of University Relations, 1900 University Avenue, Seattle, WA 98101-4400. Review of resumes will begin 9/1/92 and will continue until the position is filled.

CLEVELAND STATE UNIVERSITY

Vice-President for Development

Cleveland State University seeks nominations and applications for the position of Vice-President for Development. The University is a comprehensive urban university, located in the center of a metropolitan area of over two million people, with over 19,000 students and 60,000 alumni.

The Vice-President will have responsibility for the planning, organization, and administration of the University's fund-raising activities. Specific responsibilities include:

- serve as the chief fund-raising officer for the University and coordinate fund-raising activities of the University;
- provide executive leadership in planning, development, and implementing the University's first capital campaign;
- supervise the continued growth of the University's annual campaign;
- serve as Executive Director of the CSU Foundation and maintain an on-going interactive relationship with the Foundation President, Chairman, and Directors;
- lead and participate in major gift solicitations as appropriate;
- supervise the University's development staff, and in conjunction with college deans, the college development officers.

Successful candidates will possess:

- demonstrated professional skills and proven administrative leadership abilities;
- high-level skills in interpersonal communication and in organization and team building;
- a proven record of developing programs for the cultivation of large donors and planned giving;
- seven to ten years of successful development experience;
- three years at management/supervisory level in the context of a major capital campaign.

Salary will be competitive and commensurate with qualifications. Screening of candidates will begin on August 19, 1992, and continue until the position is filled. Applications, credentials, and nominations should be submitted to: David C. Sauer, CSU, V.P. for Development, Search Committee, Cleveland State University, E. 24th & Euclid Ave., Cleveland, OH 44115. Equal Opportunity Employer, M/F/H/V.

CSU Cleveland State University

SEARCH EXTENDED

State University of New York College at Cortland

ASSOCIATE VICE PRESIDENT FOR INFORMATION RESOURCES

Library Computer Center Telecommunications Learning Resource Center

Responsibilities: The Associate Vice President for Information Resources is a new position resulting from reorganization of information services at SUNY Cortland. The user will have responsibility for the information resources highlighted above. This position reports to the Vice President for Administration and Finance and is responsible for the information resources highlighted above. This position reports to the Vice President for Administration and Finance and is responsible for the information resources highlighted above.

Qualifications: Significant experience which will enable the AVP to work effectively with the library and computer center. Some experience with information and classroom technologies also required. Desirable highly desired, master's with communication experience acceptable. Successful administrative experience, including management of personnel and budget, strong oral and written communication skills, leadership in an academic environment, and experience in long-range planning are required. The new AVP must take seriously a leader's responsibility to alternative actions and diversity. The College of Cortland has approximately 4,000 students, 900 employees, and an annual budget of \$39,000,000.

A detailed position description will be mailed to applicants. Review of applications will commence on September 15 and on-campus interviews will be conducted in October. Applications with a complete resume and three references should be submitted to the position. If interested candidates should submit a letter describing their interest in the position and the relationship of their experience to the position. The position is a full-time position. The position is a full-time position. The position is a full-time position.

References will not be contacted until the candidate is working with a short list. Send application materials to:

Dr. Martin A. Wright
Executive Assistant to the President
SUNY Cortland, NY 13845

The College of Cortland is committed to the theory and practice of affirmative action.

Special Works Assistant/Associate Professor. The position is a full-time, non-profit, private school. Plans for national expansion. Responsibilities include: develop and implement training and research programs; grant writing and public relations in partnership with Development Office; new program development; community outreach; supervise training and research staff. Must have 3-5 years experience in professional training in education or human services, strong research background including publishing. Good grant writing skills and computer literacy. Ph.D. or M.Ed. level preferred. Travel required. Send resume with complete salary history and requirements to President, Inc., 1935 Fremont, South Pasadena, CA 91050.

Special Works Assistant/Associate Professor. The position is a full-time, non-profit, private school. Plans for national expansion. Responsibilities include: develop and implement training and research programs; grant writing and public relations in partnership with Development Office; new program development; community outreach; supervise training and research staff. Must have 3-5 years experience in professional training in education or human services, strong research background including publishing. Good grant writing skills and computer literacy. Ph.D. or M.Ed. level preferred. Travel required. Send resume with complete salary history and requirements to President, Inc., 1935 Fremont, South Pasadena, CA 91050.

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Dallas County Community College District

PRESIDENT

Eastfield College Dallas, TX

Eastfield College, part of the seven-college Dallas County Community College District, is seeking a new president. Eastfield is a 254-acre, 10-building campus with an enrollment of approximately 10,000 credit students and 9,000 continuing education students. Staff includes 640 full-time and part-time faculty, 187 full-time professional support staff, and 27 administrators. This multi-campus complex is located in Mesquite, an eastern suburb of Dallas.

The president is responsible for the overall operation of the college, which includes a comprehensive educational program, and for the development/administration of the annual college budget of \$17,000,000. This position reports directly to the board of trustees. Candidates for this position must have the following minimum qualifications:

- education/experience
- earned doctorate from an accredited institution or a master's degree from an accredited institution, plus substantial leadership experience in an organization comparable to Eastfield Community College;
- knowledge of and commitment to the mission of the community college;
- three years of successful teaching experience as well as work experience outside the academic setting; five years of management experience including the areas listed below:

- instructional management
- curriculum development
- strategic planning and evaluation
- selection, development, and evaluation of personnel
- fiscal planning/budgeting/accountability
- leadership in an institution that reflects a multicultural population

Demonstrated Skills
Proven skills are sought in the following areas:

- team building
- participative leadership
- advocacy for students
- allocation/management of resources according to mission and realistic priorities
- exceptional verbal/written communication skills
- conflict with community as a communication tool

Applicants must submit a completed DCCCD application, official transcripts, resume or curriculum vitae, and a letter specifically addressing each of the required minimum qualifications for the position. The information should be submitted to: Barbara K. Convey, District Director of Personnel Services, Dallas County Community College District, 701 Elm St., Suite 600, Dallas, TX 75202-1279.

Nominations and applications will be accepted until the position is filled. However, the Search Committee will begin its review applications on September 1, 1992. Candidates will be interviewed for final consideration if materials are received after that date.

Minorities and women are strongly encouraged to apply. DCCCD is an EEO/AAE Employer.

PRESIDENT

American Baptist College Nashville, Tennessee

A president is being sought for historically African American, Baptist affiliated, coeducational, Bible college.

Best candidate must be able to demonstrate experience or ability to expand enrollment, to strengthen academic programs, and to garner support from both the church and secular public. In addition, candidate should be an accomplished speaker, demonstrated administrator, and of good character and integrity. Candidate must possess theological training and a master's degree, or its equivalent, an earned doctorate is preferred. Starting date January 1, 1993.

Send nominations and applications by September 1, 1992, to Chairman of Search and Selection Committee, American Baptist College, P.O. Box 24463, Nashville, Tennessee 37212-4463.

Salary commensurate with experience, plus medical, dental and educational benefits.

Send cover letter, resume, and three references to American Baptist College, P.O. Box 24463, Nashville, Tennessee 37212-4463.

Special Works Assistant/Associate Professor. The position is a full-time, non-profit, private school. Plans for national expansion. Responsibilities include: develop and implement training and research programs; grant writing and public relations in partnership with Development Office; new program development; community outreach; supervise training and research staff. Must have 3-5 years experience in professional training in education or human services, strong research background including publishing. Good grant writing skills and computer literacy. Ph.D. or M.Ed. level preferred. Travel required. Send resume with complete salary history and requirements to President, Inc., 1935 Fremont, South Pasadena, CA 91050.

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DIRECTOR FINANCIAL AID

Winlock Institute of Technology located three miles south of Chicago's Loop, is seeking a talented, committed and experienced individual to assist the President in the financial aid department. The successful candidate will be responsible for the administration of financial aid programs, including the annual fund drive, special events, corporate gifts, direct mail appeals and planned giving programs. Effective use of progressive management practices to facilitate staff growth and guide the Institute toward beginning the "Year in the Business". Participation in the construction and execution of a strategic business plan.

Primary responsibilities include: creation and implementation of development plan involving the annual fund drive, special events, corporate gifts, direct mail appeals and planned giving programs. Effective use of progressive management practices to facilitate staff growth and guide the Institute toward beginning the "Year in the Business". Participation in the construction and execution of a strategic business plan.

Success in this position requires: an advanced degree in business, education or equivalent experience, significant responsibilities and accomplishments in a non-profit management capacity with minimum budget responsibility of \$500,000. Proven track record in all phases of development including a working knowledge of foundations and grant writing. Personal ability to access decision makers and community leaders is essential. Effective communication and interpersonal skills are a must. Familiarity with hearing impairment is a plus. Sensitivity to handicapped persons is a requirement.

If you are a high achiever looking to make a valued contribution, we may have the opportunity for you. If you are interested, please send your resume with salary history in confidence to:

Managing Partners, Inc.
961 Grandview Office Parkway
St. Louis, Missouri 63141

An equal opportunity employer M/F/H/V

Senior Vice President for Academic Affairs and Provost

The Ohio State University invites nominations and applications for the position of Senior Vice President for Academic Affairs and Provost. As the chief academic officer of the university, the Provost reports directly to the President and has primary responsibility for instructional and faculty affairs.

Candidates must have a doctoral degree in the field and a record in teaching, research and service that would qualify them for a senior position at the rank of Professor in one of the departments of the university. They must also have a demonstrated commitment to promoting excellence in teaching, research and service and to achieving ethnic, gender and cultural diversity.

The university seeks candidates who will provide effective leadership for the university and the community. The information should be submitted to: Barbara K. Convey, District Director of Personnel Services, Dallas County Community College District, 701 Elm St., Suite 600, Dallas, TX 75202-1279.

Nominations and applications will be accepted until the position is filled. However, the Search Committee will begin its review applications on September 1, 1992. Candidates will be interviewed for final consideration if materials are received after that date.

Minorities and women are strongly encouraged to apply. DCCCD is an EEO/AAE Employer.

PRESIDENT

American Baptist College Nashville, Tennessee

A president is being sought for historically African American, Baptist affiliated, coeducational, Bible college.

Best candidate must be able to demonstrate experience or ability to expand enrollment, to strengthen academic programs, and to garner support from both the church and secular public. In addition, candidate should be an accomplished speaker, demonstrated administrator, and of good character and integrity. Candidate must possess theological training and a master's degree, or its equivalent, an earned doctorate is preferred. Starting date January 1, 1993.

Send nominations and applications by September 1, 1992, to Chairman of Search and Selection Committee, American Baptist College, P.O. Box 24463, Nashville, Tennessee 37212-4463.

Salary commensurate with experience, plus medical, dental and educational benefits.

Send cover letter, resume, and three references to American Baptist College, P.O. Box 24463, Nashville, Tennessee 37212-4463.

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St. Joseph Institute for the Deaf

PRESIDENT OF THE INSTITUTE

St. Joseph Institute for the Deaf is seeking a dynamic, inspired leader with proven abilities in fund raising, public relations, and staff development to assist the President in the financial aid department. The successful candidate will be responsible for the administration of financial aid programs, including the annual fund drive, special events, corporate gifts, direct mail appeals and planned giving programs. Effective use of progressive management practices to facilitate staff growth and guide the Institute toward beginning the "Year in the Business". Participation in the construction and execution of a strategic business plan.

Primary responsibilities include: creation and implementation of development plan involving the annual fund drive, special events, corporate gifts, direct mail appeals and planned giving programs. Effective use of progressive management practices to facilitate staff growth and guide the Institute toward beginning the "Year in the Business". Participation in the construction and execution of a strategic business plan.

Success in this position requires: an advanced degree in business, education or equivalent experience, significant responsibilities and accomplishments in a non-profit management capacity with minimum budget responsibility of \$500,000. Proven track record in all phases of development including a working knowledge of foundations and grant writing. Personal ability to access decision makers and community leaders is essential. Effective communication and interpersonal skills are a must. Familiarity with hearing impairment is a plus. Sensitivity to handicapped persons is a requirement.

If you are a high achiever looking to make a valued contribution, we may have the opportunity for you. If you are interested, please send your resume with salary history in confidence to:

Managing Partners, Inc.
961 Grandview Office Parkway
St. Louis, Missouri 63141

An equal opportunity employer M/F/H/V

Vice President for Patient Care and Physician-in-Chief

The University of Texas M. D. Anderson Cancer Center in Houston, Texas, is currently recruiting to fill an opening for Vice President for Patient Care and Physician-in-Chief.

Qualified applicants must be board-certified in a medical discipline related to oncology and must have demonstrated leadership in oncology research and clinical care. Previous administrative experience in academic medicine is preferred.

Interested applicants should send a letter of application and curriculum vitae to: Charles B. McCall, M.D., Vice President for Patient Affairs, Chairman, Search Committee, Box 111, UNIVERSITY OF TEXAS M. D. ANDERSON CANC

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DBB01

PRESIDENT Plymouth State College of the University System of New Hampshire

The Search Committee invites nominations and applications for the position of President, for appointment beginning in the fall of 1993. Plymouth State College is a specialty located campus of the University System of New Hampshire. The College is situated in Plymouth, New Hampshire, a population of 6,000 in the central Lakeside/White Mountain region of the State.

Plymouth's total enrollment of 4,100 includes graduate and undergraduate students in Liberal Arts, Business, and Education programs, and offers associate, baccalaureate, and master's degrees. The College is governed by a 25-member Board of Trustees with a Chancellor responsible for coordination of policies and programs among the five major units of the University System. The President is the chief executive officer of the College, and a member of the University System Board of Trustees. In cooperation with the Chancellor, and under policies established by the Trustees, he/she is responsible for the general administration and management of all aspects of the instructional, research, and service programs of the institution.

Candidates should be established members of the higher education community, with an earned doctorate, college teaching and administrative experience. Special consideration will be given to interpersonal and communication skills. Nominations and applications should be addressed to:

John P. Clark, Executive Secretary
Plymouth State College
Plymouth, NH 03264

The University System of New Hampshire is an Affirmative Action,
Equal Opportunity Employer.

Augustana College Sioux Falls, South Dakota

Augustana College invites nominations and applications for the
Office of President of the College.

Augustana College is a four-year residential liberal arts institution affiliated with the Evangelical Lutheran Church in America. It seeks to carry out a program of education in the liberal and applied arts within a Christian context.

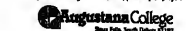
The Board of Regents is responsible for the selection of the President and in seeking a person of academic experience with a sense of commitment to the academic and religious mission of the college. The President is expected to be a person of integrity, of distinction to a high quality educational program and with a gift for academic leadership. Experience in classroom teaching and administrative management is desired including skills in interpersonal relations and organizational leadership. The President is expected to be a participant in community life. An earned doctorate is preferred.

All nominations should be in the hands of the Search Committee by October 15, 1992.

Nominations, applications and inquiries should be directed to:

The Presidential Search Committee
Mr. Robert G. Gendron, Co-Chairman
Augustana College
20th & S. Summit Avenue
Sioux Falls, SD 57107

Augustana College is an equal opportunity employer.



EXECUTIVE DIRECTOR

Albany-based not-for-profit.
State membership association is seeking experienced CEO or equivalent with demonstrated development, program management, fiscal, and public relations skills. Successful communication skills are required along with experience working with government and agency groups. Knowledge of Alternative Dispute Resolution is important. Successful applicants must have a minimum of a 4 yr. degree, advanced degree is preferred. Salary range is \$38,000-\$44,000 plus fringe benefits. Send resume and references by August 12, 1992 to:

Kyle E. Blanchard, J.D.
President
NYS Association of Community Dispute Resolution Centers Inc.
P.O. Box 18
Clayton, New York 13054

The New York State Association of Community Dispute Resolution Centers Inc. is an Equal Opportunity Employer.

These changes, following substantial restructuring, have resulted in the need for an executive director at the highest level of the organization. The successful candidate will be responsible for the overall management and administration of the organization, including the development and implementation of strategic plans, the supervision of all staff, and the representation of the organization in all public and governmental affairs. The candidate must have a minimum of a 4-year degree, advanced degree is preferred. Salary range is \$38,000-\$44,000 plus fringe benefits. Send resume and references by August 12, 1992 to:

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Clayton, New York 13054

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PRESIDENTS St. Louis Community College

St. Louis Community College at Forest Park
and
St. Louis Community College at Meramec
(Two Campuses Available)

The Board of Trustees and the Chancellor of St. Louis Community College invite nominations and applications for the position of President of St. Louis Community College at Forest Park and President of St. Louis Community College at Meramec. St. Louis Community College is a public multi-campus two-year institution consisting of three campuses, three education centers, and a central administration office. The college is located in St. Louis, Missouri, a city of approximately 300,000 people. The college is a member of the League for Innovation in the Community College.

The Forest Park campus, located in the City of St. Louis, serves approximately 7,500 students per semester and employs approximately 375 full-time faculty and staff and over 900 part-time faculty and staff. The Meramec campus, located in the City of St. Louis, serves approximately 14,500 students per semester and employs approximately 1,100 full-time faculty and staff and over 1,300 part-time faculty and staff.

The President of each campus is the chief executive officer and academic leader of the campus and reports directly to the Chancellor.

Position Profile:

A minimum of a master's degree in education, training, and experience that provides the required knowledge and abilities. Master's degree from an accredited institution, a doctorate degree is preferred. Seven (7) years of full-time experience in higher education, including progressively responsible higher education administrative experience in curriculum development and administration of educational programs, with particular knowledge and experience in the areas of traditional and non-traditional college academic affairs, student services and educational innovation. Four years of college level teaching experience desired.

- Evidence of successful leadership in instruction, program development and student services.
- Exhibit a devotion to excellence in research and teaching.
- Understanding of and commitment to the philosophy and mission of the comprehensive community college.
- Understanding of and experience with strategic planning, fiscal management and proven ability to work with schools and colleges, business and industry, government agencies and community groups.
- A demonstrated capacity for creative and resourceful management and leadership.
- Superior communication, critical thinking, and team building skills.
- Demonstrated skills in fiscal planning.
- Experience in employee contract administration.
- Demonstrated commitment to student concerns.
- Sensitivity to multicultural issues and demonstrated evidence of support for cultural diversity and affirmative action, equal educational opportunity programs.

Interested persons meeting the requirements of the position profile should send letters of application, including curriculum vitae (CV) (3 letters of reference to Dr. D. D. Biddick, Associate Vice Chancellor for Human Resources, 300 University Center, St. Louis, Missouri 63103, by October 12, 1992. Screening date is January 4, 1993.

St. Louis Community College, as an equal opportunity employer, encourages the candidates of minorities and women.

Nominations and applications will continue to be received until the position is filled.

As the search committee will begin reviewing complete files immediately.

For more information, contact Dr. D. D. Biddick, Associate Vice Chancellor for Human Resources, 300 University Center, St. Louis, Missouri 63103, by October 12, 1992. Screening date is January 4, 1993.

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For more information, contact Dr. D. D. Biddick, Associate Vice Chancellor for Human Resources, 300 University Center, St. Louis, Missouri 63103, by October 12, 1992. Screening date is January 4, 1993.

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Savannah State College



Savannah, Georgia PRESIDENT

The Board of Regents of the University System of Georgia and the Presidential Search and Selection Committee of Savannah State College invite nominations and applications for the position of President of Savannah State College. The position will report to the Chancellor of the University System of Georgia. The position will report to the Chancellor of the University System of Georgia. The position will report to the Chancellor of the University System of Georgia.

Founded in 1828, Savannah State College is a historically black, senior college of the University System of Georgia and is fully accredited by the Southern Association of Colleges and Schools. Savannah State is a historically black college with one of the largest endowments in the Southern Association of Colleges and Schools. Savannah State is a historically black college with one of the largest endowments in the Southern Association of Colleges and Schools.

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End Paper

Formal Portraits of Life in Small-Town America

PEOPLE HAVE ALWAYS DOCUMENTED the turning points of their lives: births, christenings, first communions, graduations, weddings, deaths. For much of the twentieth century, this documentation frequently included a trip to the local professional photographer for a formal portrait. These events in the lives of the residents of Granger, Texas, were recorded by Jno. P. Trlica, the community's only full-time photographer from 1924 to 1955.

Granger, a small rural community in the rich blackland terrain of the state's central region, is both typical of small Texas towns and unique in its specific story. In the first half of the twentieth century, and especially the 1920s and 1930s, small Texas towns experienced severe economic changes and cultural conflicts. Problems experienced by agricultural communities relying upon the sole crop of "King Cotton" as well as the transition from an economy based on the railroad to one based on the automobile are two chapters told most poignantly in the story of Granger. In addition, all the major cultural groups of Texas—Southern Anglos, blacks, Hispanics, and communities made up of European immigrants—existed in close proximity in Granger and experienced all of the intercultural tensions that peaked in the 1920s. The resulting segregation between the major racial, ethnic, and religious groups in the town was another typical experience of the Texas small town.

What makes Granger's story unique, however, is its large Czech community and the fact that Jno. P. Trlica, the community's sole full-time photographer, as a first-generation Czech Texan, was part of a marginal subgroup himself and therefore had access to all the subgroups of Granger. Trlica recorded the business and social activities of the town of Granger, and he was especially devoted to his own culture, the Czech society in Texas, intentionally documenting its groups and social events. In addition, he quite unobtrusively and steadfastly resisted the pressures of racism by opening his portrait business to all segments of society. While other businesses in Granger were segregated, refusing to serve blacks and Hispanics, the Jno. P. Trlica Studio may have been one of the few places in the town where all cultures crossed paths. His portraits remain today as a reminder, not just of the privileged classes, but of all the people of Granger and the surrounding countryside, as well as of a time in photography's past when the posed studio portrait was a significant part of life in small-town America.

The text above is by Barbara McCandless, assistant curator of photographs at the Anson Carter Museum, Fort Worth. It is excerpted from *Beyond the Lens: Jno. P. Trlica's Photographs of Granger, Texas*, published by Texas A&M University Press. Copyright © 1992 by Barbara McCandless.



TEXAS A&M UNIVERSITY PRESS PHOTOGRAPHER BY JNO. P. TRLICA



Government & Politics

Governors' Panel Urges 2-Year Colleges to Strengthen Job-Training Programs

By KIT LIVELY

PRINCETON, N.J.

A committee of governors last week called on community colleges and technical schools to take a more active role in helping adults improve their job skills throughout their careers.

The call came in a report issued here at the annual meeting of the National Governors' Association. In addition to calling for change, the report cited college programs that had been good models for what others should set up.

For example, the governors praised a program in Kentucky that guarantees to employers that graduates of technical and allied-health programs are competent in certain skills. And they pointed to the local community-college system's work with the state Department of Economic Development to provide customized training for companies.

Governors said such programs were needed to help the nation's economy.

"Eighty per cent of the jobs that are going to be created over the course of the next 10 years are going to require some technical training, and one-third of them haven't been thought of yet," said Wisconsin Gov. Tommy G. Thompson, a Republican who led the committee that wrote the report. "You also realize that our job seekers are going to change jobs five to seven times in their adult lives."

The report was one of three produced by committees of governors working on aspects of the national education goals they developed in 1990 with President Bush.

The committee that wrote the report included 11 governors and five corporate executives. The report said that good programs to promote job skills stressed quality education for students of all abilities.

For example, a Wisconsin program will administer "gateway" tests to help 10th graders decide whether to enroll in college-preparatory programs, technical preparation, or youth apprenticeships for their last years of high school. The tests must be in place by the 1995-96 school year.

Indiana offers a compact to low-income eighth-graders: If they stay in high school, stay off drugs, get good grades, and apply for financial aid, they can receive a full ride for four years at a state-supported college.

Link to a Lifelong Chain

The governors were mainly concerned with improving the outlook for students who don't plan to attend college, although they also discussed the needs of adults seeking to make up basic skills they missed in high school or train for better jobs.

The governors also devoted some attention to four-year colleges as links in the lifelong education chain.

They talked about providing a "seamless" education continuum that would encourage more students to enter postsecondary education by giving them the skills to succeed at that level and by coordinating requirements so they can transfer easily from technical programs to community colleges to four-year institutions.

This whole thing needs to be flexible, with bridges that cross instead of having dead-end streets for some of our populations, said South Carolina Gov. Carroll A. Campbell, Jr. "You have got to build the career streets and build the opportunities." The governors' report sharply criticized the current assemblage of postsecondary

education and training programs as "vast, but fragmented," saying it "provides services of erratic quality" while often "not meeting the needs of the economy, employers or individuals."

"People Are Befuddled"

Correcting those problems, the report said, means persuading programs to teach what businesses and students want and making it easy for students and employers to understand what programs offer.

"A lot of people are befuddled by the system now. They don't know what's available," said Gov. William F. Weld of Massachusetts, a committee member.

The report made some broad recommendations for dealing with those problems, suggesting that states and local governments consolidate policies for work-force-training programs, that they make programs more accountable, and that they try some more-innovative approaches.

Governor Thompson said he gives vocational colleges budgetary priority because they serve such an important need for the state.

The report, "Enhancing Skills for a Competitive World," is available for \$18.95 from NIA Publications, P.O. Box 421, Annapolis Junction, Md. 20701. ■



Wisconsin Gov. Tommy G. Thompson: "Eighty per cent of the jobs that are going to be created over the next 10 years are going to require some technical training."

Senate Gives the Supercollider's Backers a Big Win With Vote to Provide \$550-Million in Fiscal 1993

By STEPHEN BURD and KIM A. McDONALD

WASHINGTON

The Senate last week gave supporters of the Supercollider Superproject a big win by voting to continue support for the controversial particle accelerator.

Following an month of intense lobbying by President Bush, some scientists, and contractors involved in the project, the Senate voted 62 to 32 to reject a proposal to end support for the ssc. Instead, the Senate voted to provide \$550-million for the project in the 1993 appropriation for the Energy Department.

In June, the House of Representatives voted to kill the supercollider, which the Administration estimates would cost \$8.25-billion to complete but which critics charge would be much more expensive.

Supercollider opponents said last week that the money allotted for the project could be better spent on reducing the federal deficit and on supporting social programs and other scientific enterprises with more promise of practical applications.

Sen. Richard H. Bryan, a Nevada Democrat, said, "The ssc, if it is not stopped now, will eat up dollars for scientific-research projects and leave few, if any, dollars for less costly but more effective science projects that take place in our laboratories and in our universities throughout the country."

Critics Say Claims Are Exaggerated

Critics also accused the project's backers of exaggerating potential scientific spinoffs. Sen. Dale L. Bumpers, an Arkansas Democrat and the sponsor of the proposal to kill the supercollider, joked that the ssc "is reputed to be a cure for cancer, the common cold, AIDS, coma, athlete's foot, you name it."

Mr. Bumpers said he had expected his proposal to fail because the Department of

Energy had contracts with companies in 48 states to contribute to the supercollider, making it difficult for Senators to oppose the project without being accused of putting people out of work. The department, he said, had "learned what the Pentagon has known for 50 years and what NASA is beginning to perfect, and that is, if you want money, commit it in 50 states."

Supercollider supporters argued that the detractors were being short-sighted and that by defunding the project, the Senate would be surrendering American leadership in physics to the Japanese and Europeans.

Sen. Larry E. Craig, an Idaho Republican, said, "If this country can only fund its day-to-day operations, its day-to-day concerns, and it cannot look forward into the future, whether it is a humanitarian future or a scientific future, if we do not have the wisdom to invest for tomorrow, we will not be able to provide tomorrow the kinds of jobs and a dynamic economy that spell a successful nation."

Obtaining Fundamental Knowledge

The supporters also said that the scientific advances the project offers were well worth the cost. Sen. J. Bennett Johnston, a Louisiana Democrat and chairman of the appropriations subcommittee responsible for the supercollider's budget, said the supercollider was meant to unlock "the most fundamental mystery of the cosmos, what we are made of, and how these parts and forces fit together."

He added that obtaining that fundamental knowledge "has to be worth six-tenths of one per cent of the n.e.o. budget. It has to be worth 43 one-thousandths of this year's [total federal] budget."

After Mr. Bumpers' proposal failed, he offered a second one that would have killed the supercollider in a year if the President was unable to guarantee to Congress

that the project would receive at least \$550-million a year in contributions from foreign sources. The Senate voted to table the amendment.

The votes were not along partisan lines. While 24 Democrats voted to kill the project, 30 others chose to continue it. In addition, Bill Clinton, the Democratic Presidential nominee, supports the ssc.

Last week's votes put the fate of the project in a House-Senate conference committee, which will resolve differences in the two houses' bills. The conference is not expected until September.

Project Expected to Survive

Some Congressional aides say they expect the supercollider to survive that conference, since most of the conferees will be members of the House and Senate Appropriations subcommittees with jurisdiction over energy-research programs—the two panels that have been most supportive of the project.

If the conferees do vote to continue the supercollider, the key question will be whether the committee will provide enough money to keep the project on schedule to be completed by 1999. Supercollider officials have hinted that they might be able to get by with as little as \$400-million. Congress would have to make up the difference in the following year, requiring an appropriation of nearly \$1-billion—an unlikely amount, given concern among lawmakers over the growing federal deficit.

The project could be delayed, but Energy Department officials fear that by doing so its overall costs would rise substantially. According to their estimates, the overall cost of the collider would go up an additional \$1-billion for each day the project is delayed, because of the thousands of construction workers, engineers, and architects who must be kept on the payroll. ■

Bush Education Record Praised by Some on Campuses, but Many More Are Critical

Continued From Page A19

Mr. Smith, a former Republican Congressman from Vermont, says Republicans and Democrats alike deserve blame for playing politics with education. "The failure to legislate and the failure to lead can be laid at the doorstep of political standoff," he says.

Others suggest that the standoff exists, in part, because the President is more in-

school reform is not as easy as the critics suggest.

"What the President has asked Congress to do is so radically different from anything Congress or its special-interest allies are prepared to do that either we have to just give in to them or we have to build a coalition in communities across this country that will demand the President's agenda—and that's what he's doing over the long term," Mr. Alexander says. "If we have four more years, we can wear everybody out and we'll get it."

Disappointed by Budget Requests

Within higher education, many college officials contend that the new law governing student aid and other programs was approved despite the President's policies, rather than because of them.

These critics also have been disappointed with the President's annual budget requests, which generally have sought to hold level the government's spending on student-aid programs. They point out that the Administration would have raised the size of Pell Grants by dropping 400,000 students from the program and by eliminating or slashing other programs, including College Work-Study and Supplemental Educational Opportunity Grants.

"In terms of the higher-education scene, it's a kind of: 'Where's the beef?'" says Robert H. Atwell, president of the American Council on Education. "They had several things they were against, but they never weighed in with anything positive."

Secretary Alexander says the higher-education bill was a matter of compromising to get the legislation passed. "Of course it's going to come out to a greater extent the way the Democratic members wanted it to, because they've got control of the Congress," he says.

Nevertheless, the Secretary says, the President should be given credit for several measures, including those that will extend aid to less-than-half-time students and authorize "Presidential Access Scholarships" for Pell-Grant recipients who have done well in high school.

Several college leaders contend, however, that the most troubling aspect of the Administration's higher-education policy making has been its willingness to inject race into the debate.

James E. Cheek, a former president of



James E. Cheek: "Too much has been left to others, and the others to whom they have been left have not been on the same wavelength as the President."

Howard University and a long-time supporter of President Bush, says the Administration's stance that most race-exclusive scholarships are illegal and its attack on an accrediting commission that had sought to require colleges to promote racial and ethnic diversity on their faculties are clues for alarm.

"The whole matter of minority scholarships can be and is being interpreted as an insensitivity to the necessity of having special programs that make up for the deficits that exist in terms of educational opportunities for minorities," he says.

President's Staff Is Blamed

Mr. Cheek, who is chairman on the President's Board of Advisers on Historically Black Colleges and Universities, was also angered last year by a legal brief the Administration filed with the Supreme Court in a Mississippi college-desegregation case. The Administration's brief, which argued against raising state spending on black colleges to remedy the effects of desegregation, was withdrawn and rewritten after black-college officials met with President Bush.

Mr. Cheek blames the President's staff for actions that he says are not consistent with Mr. Bush's personal commitment to education. "Too much has been left to others, and the others to whom they have been left have not been on the same wavelength as the President himself," Mr. Cheek says.

Mr. Albright of Johnson C. Smith University says the President is protecting his political base. "I think he's very much concerned about maintaining a strong relationship with conservatives, and therefore has allowed these things to take place," he says.

Secretary Alexander says the issues

were not related. The minority-scholarship issue and the original Mississippi brief, he says, were legal matters that lawyers in the Administration developed, based on their interpretation of the Constitution. He notes that at least one federal appeals court has raised questions about the legality of minority scholarships, and he suggests that the Education Department has done a service for colleges by helping them understand how to operate legal scholarship programs.

Mr. Alexander says his own fight with the Middle States Association of Colleges and Schools was not against diversity, but against the idea of having outsiders dictating college policies. He adds that black-college officials should be "delighted," because the department has made it impossible for "some self-appointed zealot to tell Howard University how many white Presbyterians need to be on its board."

Strategy Questioned

Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, says he was troubled by Mr. Alexander's fight with Middle States for another reason. He sees it as part of a strategy to portray higher education as liberal and out of step with the rest of the country. A key to that effort, Mr. Boyer says, was the President's attack on "political correctness" on college campuses during a commencement speech at the University of Michigan in 1991.

"For the bully pulpit of the Presidency to give high visibility and high priority to the so-called chilling effect of political correctness puts universities in a weak, vulnerable, and compromised position," Mr. Boyer says. "You don't see universities celebrated in any sense."

U.S. May Drop 65 Colleges From Aid Programs in a Drive Against Institutions With High Default Rates on Loans

By THOMAS J. DELOUGHRY

In its latest move against colleges with high default rates, the Education Department has announced that it may eliminate 65 non-profit institutions from all federal student-aid programs.

Eight of those institutions and five that are not among the 65 face separate sanctions that could bar their students from receiving loans. Students attending colleges in this second group could continue to receive Pell Grants and other types of aid, provided that the colleges are not in the first group.

Officials at the institutions said last week that the policy of holding colleges responsible for the actions of their former students was unfair. Many vowed to fight the sanctions, which, they said, would hinder their efforts to educate disadvantaged students who rely on federal aid to pay their bills.

The department released the list of institutions at a news conference at which it reported the 1990 student-loan default rates for 12,469 institutions. The 1990 rates represent the percentage of an institution's former students who were due to begin repaying their loans that year, who were in default by the start of 1991.

For-profit trade schools far outnumbered non-profit institutions on the list. Four hundred ninety-three trade schools are in danger of losing all federal aid, and 108 could lose eligibility for loans.

The possible sanctions are the result of efforts in the past few years by Congress and the Bush Administration to limit the cost of defaults on Student Loans, Supplemental Loans for Students, and Parent Loans for Undergraduate Students.

A 1990 budget law said that institutions that have former students who have default rates above 35 per cent for three consecutive years should be eliminated from the loan programs.

A 1989 regulation from the Education Department set a schedule for decreasing the default rates over several years, and required that all types of student aid be stopped to institutions that did not comply. The regulation said that 1990 default rates could not be above 55 per cent, that institutions with rates above 60 per cent must have reduced their rate by 5 percentage points from the previous year.

This Catches Us by Surprise

The 65 non-profit institutions that the Education Department said were violating the regulation include 13 colleges and vocational-technical schools with rates above 55 per cent. Twenty-four of the institutions had rates above 40 per cent in 1990 and failed to reduce them by 5 points in 1991.

The remaining 28 non-profit colleges were put on the list because their rates had jumped above 40 per cent in 1991. Under the department's regulation, an institution above 40 per cent must have had the required five-point drop, and cannot have had any increase above its 1989 rate.

In many cases, institutions that had 1989 default rates that were comfortably below 40 per cent are now in danger of losing eligibility for all aid, Douglas MacArthur State Technical College. For example, went from a safe level of 10 per cent in 1989 to 41 per cent in 1991.

said L. Wayne Bennett, director of student development at Douglas MacArthur State. "It's absolutely insane," he said, noting that the college had no control over the 32 former students who the government says defaulted in 1990.

"The assumption they make, that if your default rate is high then you are an inferior institution, is ridiculous," Mr. Bennett added. He noted that his college would not be on the list if it had one fewer default among the 78 former students who were due to begin repaying their loans in 1990.

Not All Will Be Cut Off

William D. Hansen, Acting Assistant Secretary of Education for management and budget, told reporters at the news conference that the department stood behind its policy of holding colleges and trade schools accountable for defaults by former students.

"The institution has a very strong and important responsibility to counsel students and to look at the capability of what they can afford to borrow," he said. "They also have a responsibility to provide a quality education."

"If you are able to get a good education and good training under your belt, in most cases you should be able to get the type of

employment that you need" to pay back your loans, Mr. Hansen added.

Department officials noted that not all of the institutions in danger of losing aid would be cut off, since the 1989 regulation allows the Education Secretary some discretion. The Secretary can allow a college to remain eligible for aid, provided it carries out a plan to discourage defaults.

The Secretary has less discretion in handling the 13 non-profit institutions that face the loss of eligibility for loans under the 1990 budget law. The department has interpreted that law to mean that an institution can maintain its eligibility if it can prove that its default rate is incorrect, or if it can show that it has decreased its default rate in the past two years and has met other standards. Those standards include a graduation rate of at least 66 per cent.

Officials with the California Community College system, which includes seven of the colleges that could lose eligibility for loans, already have notified the Education Department over default rates. Last year the department listed nine of the system's colleges among those to be terminated from the loan programs. Seven of them succeeded in winning appeals.

"We will do exactly as we did last year, and we will challenge the authenticity of the data," said David Mertes, chancellor

of the California system. "Our experience from last year is that there's a mass of faulty data that has been used."

The Education Department also took action against 1,200 institutions that had default rates above 30 per cent. The group, which included about 220 non-profit institutions, was immediately barred for one year from making Supplemental Loans for Students to undergraduates under the terms of a 1989 budget law.

Rate Increased in Every Sector

Department officials reported that the overall default rate for \$28.605 borrowers who were due to begin repayment in 1990 was 22 per cent in 1990, up from 21.4 per cent in 1989.

The rate increased in every sector of higher education. The rate was 7 per cent for public four-year colleges and 6.5 per cent for private four-year colleges, up from 6.2 per cent and 6.1, respectively, in 1989. Among two-year colleges, the rate was 17.3 per cent for public institutions and 18.3 per cent for private institutions, up from 16 and 15.6 per cent respectively. The rate for non-profit institutions rose to 41.2 per cent from 35.5 per cent.

Despite the higher rates for 1990, department officials said they believed the situation was improving. While they do not have college-by-college rates for 1991 and 1992, they said the government's payments on defaulted loans had declined in recent months. They estimated the bill for 1992 would be \$2.9-billion, down from \$3.6-billion in 1991.

Non-Profit Institutions Facing Education Department Sanctions

In danger of losing eligibility for all federal aid:

ALABAMA
Carver State Technical College
Concordia College
Douglas MacArthur State Technical College
Fredrick State Technical College
Lawson State Community College
ARKANSAS
Shorter College
CALIFORNIA
Bartlow College
Cabrillo College
Compton Community College
Laney College
Long Beach City College
Palo Verde College
San Francisco Community College
District
Yuba College
FLORIDA
Suwannee-Hamilton Area-Vocational Technical School
West Technical Education Center
GEORGIA
Macon Technical Institute
ILLINOIS
City College of Chicago, City-Wide College
City College of Chicago, Kennedy-King College
City College of Chicago, Malcolm X College
Lewis & Clark Community College
State Community College of East St. Louis
KANSAS
Central Kansas Area Vocational-Technical School
Saint Mary of the Plains College
KENTUCKY
Kentucky Tech—Davies County Vocational-Technical School
Kentucky Tech—Madisonville State Vocational-Technical School

Kentucky Tech—Merion County Area Vocational-Technical School
Kentucky Tech—West Kentucky State Vocational-Technical School

LOUISIANA
Delta-Ouachita Regional Technical Institute
Evangelina Technical Institute
Sidney H. Collier Technical Institute
Sulley Technical Institute
Tosha Area Technical Institute
Westside Technical Institute
MARYLAND
Solymar-Douglas College
MASSACHUSETTS
Roxbury Community College
MICHIGAN
Jordan College
Lewis College of Business
MINNESOTA
Twin Cities Opportunities
Industrialization Center
MISSISSIPPI
Coahoma Community College
Mary Holmes College
Mississippi Valley State University
MISSOURI
Peroville Area Vocational-Technical School
MONTANA
Salish Kootenai Community College
NEW YORK
Belair Technical
NORTH DAKOTA
Little Horn Community College
Standing Rock College
OHIO
Lawrence County Joint Vocational School
OKLAHOMA
Bill Wynn Skills Center
Indian Meridian Area Vocational-Technical School

Klamath Area Vocational-Technical School District
Langel on University
Southern Oklahoma Area Vocational-Technical Center

SOUTH DAKOTA
Sinte Gleska University
TEXAS
Hill College
Lamar University at Port Arthur
Navarro College
Pamlico College
Southwestern Christian College
Texas College
Texas State Technical College
TENNESSEE
McKenzie College
Memphis Area Vocational-Technical School
State Area Vocational-Technical School
Jackson
State Area Vocational-Technical School
Knoxville

In danger of losing eligibility for student loans:

CALIFORNIA
Bartlow College
Cabrillo College
Compton Community College
Laney College
Long Beach City College
Palo Verde College
SAN FRANCISCO
Belair Technical
JULIUS
State West University
State Community College of East St. Louis
LOUISIANA
Highland Park Community College
Sulley College
Winn-Dixie Community College
NEW YORK
Belair Technical



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Give & Take

An investment company—trying to land new clients in the small-college market—has been given permission to survey the members of the Council of Independent Colleges on their endowment performance.

Aetna Capital Management, of Hartford, Conn., will collect information on the investment returns of the 325 small, private liberal-arts colleges in the council. The company will then show the colleges how their overall returns compared with those reported by Aetna's clients, with the Standard & Poor's 500 stock index, and with those of larger colleges.

Aetna's effort is believed to be the first major evaluation of the performance of small-college endowments. Council officials said it also exemplified how a growing number of companies were going after the small-college market.

Most colleges with endowments under \$50-million haven't yet become sophisticated investors, says Phoebe K. Hunning, Aetna's director of market research.

By relying largely on bonds and certificates of deposit, she says, the smaller colleges miss out on the higher returns that could be earned by investing in the stock market, oil and gas, and other areas.

The average endowment of the council's member colleges is about \$10-million, officials said. That means about \$3.3-billion in assets could be waiting to be managed.

Concerned that some members might interpret the survey as an endorsement of Aetna, the council plans to remind colleges that Aetna is not the only company that could manage their money.

Says Allen P. Spilete, the council's president, "This is just a unique opportunity for the so-called experts in the field to share with those who have a need."

A foundation that typically awards grants to Protestant students who are preparing for careers in religion has created a fellowship program to help evangelical Christians enter professions in which they've been underrepresented.

Once the program is in full operation, the Mustard Seed Foundation, in Arlington, Va., expects to spend about \$420,000 a year to support 35 Christian students studying at top-rated graduate schools in such disciplines as corporate law and international business.

Orly Nauta, a spokesman for the foundation, says the grants would give Christians a chance to pursue careers that "lack a Christian voice"—including those that many people might consider cut-throat or competitive.

The program is administered by the Christian College Coalition, a Washington-based group of liberal-arts colleges. Recipients will get a \$12,000 fellowship, renewable for up to three years, and are expected to repay 25 per cent after completing their studies.

Business & Philanthropy



Stanley J. Spornbauer, president of Fox Valley Technical College: "A lot of people thought it was just another project. But I think people are realizing now that it's not a fad."

TQM:

Colleges Embrace the Concept of 'Total Quality Management'

By Katherine S. Mangan

A POPULAR industrial-management philosophy known as Total Quality Management is working its way into academe.

Faced with soaring operating costs and persistent public demands for accountability, a growing number of colleges and universities are turning to TQM—and its principles of customer satisfaction, teamwork, and employee empowerment—as a tool to improve how institutions are managed and, in some cases, how classes themselves are run.

"People are realizing that when we get to the other side of this recession, it isn't going to be business as usual," says Theodore J. Marchese, vice-president of the American Association for Higher Education. "We have a significant problem with public confidence and the way we use resources. People are looking for answers, and Total Quality presents itself as a possible solution."

Keeping the Customer Satisfied

As TQM is applied to higher education, everyone from the janitor to the president is expected to play a role in making sure that the customer—whether it's the student, taxpayer, or prospective employer—is satisfied. And if something goes wrong, administrators are expected to call on a team of employees, managers, and perhaps students to examine the problem and come up with solutions.

Across the country, colleges and universities report success with the technique, even though some skeptics say Total Quality Management is just the latest jargon for the kind of collaboration and shared gov-

Continued on Following Page

Colleges Embrace 'Total Quality Management' to Deal With Soaring Costs

Continued From Preceding Page

erence that many colleges and universities have long practiced. For example, the Rochester Institute of Technology is reorganizing the structure of its College of Business to make it more responsive to students. Departments are being replaced with six curriculum committees—one for each major—and the faculty members on the committees will have more management authority than heretofore. The committees also will be developing a curriculum that better meets students' needs.

At Oregon State University, which has used TQM for the past two years, suggestions from TQM teams have helped speed turnaround time for processing students' financial-aid documents and shortened the average duration of building remodeling.

A Sense of Mission

On other campuses, the changes are expressed in less concrete terms, with college leaders reporting better morale and a heightened sense of the institutions' mission.

One institution with experience with TQM is Fox Valley Technical College, which began offering quality courses for its students in 1983 at the request of a local businessman and now practices TQM itself. Fox Valley has created a quality-improvement council and several teams that select problems and go through a formal process of solving them.

One challenge: come up with a way to cut \$1.2-million from the

college's \$38-million operational budget for the 1992-93 academic year. Before TQM was in effect, top administrators would have sat

"There has been a shift from individuals' and institutions' merely kicking the tires of TQM to actually going for a test drive."

down and discussed "how many bodies to cut," says President Stanley J. Spanbauer.

Instead, using TQM, the teams put together an operational plan, established budget requests, and then prioritized programs, facilities and equipment, and staff. The priorities identified by the teams were used to determine which areas could be cut.

The teams, which included a cross section of personnel, carried out the plans without laying anyone off or eliminating any programs. Some employees volunteered to reduce the terms of their contracts, while others accepted shorter work weeks.

"There was a lot of apprehension at first," Mr. Spanbauer says. "A lot of people thought it was just another project. But I think people are realizing now that it's not a fad."

Fox Valley offers a Quality Institute for other colleges that may

want to apply TQM to their campuses. So far, it has worked with about 100 colleges.

The TQM movement is not without its critics, particularly some who say the concept can be so ill-defined that administrators have sometimes used TQM as an excuse to accomplish other goals. At Alabama A&M University, for example, faculty and staff members became alarmed in 1991 when administrators, acting under a so-called Total Quality Management plan, began notifying departments about how many positions would be cut from each.

"We didn't want waste in our universities, but as it went on, we became more and more like a business and less like a university," says Sherman J. Humphrey, associate professor of health and physical education and president of the Faculty Senate. Since then, a new president has taken over, and the TQM plan is being revised.

Despite the skepticism, interest in TQM in higher-education circles is growing. The topic has become a staple of many academic conferences. The International Business Machines Company is awarding grants to institutions that adopt TQM practices. Two bills are pending in Congress that would establish national quality awards for higher-education institutions that practice TQM.

In June the American Association for Higher Education started an Academic Quality Consortium that will bring together academic institutions that are using Total

Quality Management so they can exchange information.

"There has been a shift from individuals' and institutions' merely kicking the tires of TQM to actually going for a test drive," says Daniel Seymour, a consultant who writes and lectures on Total Quality Management in higher education. In 1991, Mr. Seymour conducted a survey of 22 colleges and universities that had been among the TQM pioneers.

The survey found that while many of the benefits of TQM were hard to quantify, institutions often reported that employees felt better about their jobs, students were happier, and that the process had helped to break down barriers between faculty, staff, and management.

The survey also found, however, that many were frustrated by the amount of time it took to implement TQM. Staff members must be trained, and decisions can take longer to reach when they are made by committee rather than by an individual, Mr. Seymour notes.

Controversial in Some Arenas

Most of the campuses that are involved in TQM are either offering quality courses or using TQM principles in business operations, such as the computer's or purchasing offices. Relatively few have ex-

panded TQM into the non-business academic arena, where it has proved controversial.

Assume for instance, says Kenneth Bladh, an associate professor of geology at Wittenburg University, that the customer is an 18-year-old entering freshman who doesn't want to "waste any time" taking courses that don't relate to his chosen profession.

Mr. Bladh says the liberal-arts university still has a responsibility to see that the student receives a well-rounded education.

"The hardest part—and I don't think we're going to give in on this—has been that the customer is right and that what the customer wants is what he should get," says Mr. Bladh, who serves on the university's Faculty Executive Board. On the other hand, he says, it makes sense to focus on customer satisfaction when dealing with service-like regulation.

At Oregon State, some faculty members have extended TQM concepts into academics. Eldon Olsen, associate professor of forestry engineering, had students form a TQM team to help him improve his teaching. The team surveyed students' opinions, analyzed the data, and suggested improvements.

"The TQM process helps me understand the students and what they need," Mr. Olsen says. "And it changes the classroom from an atmosphere of confrontation to one of teamwork."

PRIVATE GIVING TO COLLEGES

ROBERT GOULD RESEARCH FOUNDATION
3700 Carey Tower
Cincinnati 45202
Medicine. For a professorship in internal medicine: \$1.5-million to U. of Cincinnati.

J. E. AND L. E. HARRIS FOUNDATION
3000 Mid-Continent Tower
401 South Boston
Tulsa, Okla. 74109
Facilities. For a new student-activity center: \$300,000 challenge grant to Pombo College.

JOHN W. AND GUYBURNET HENKATHUR FOUNDATION
340 South Dearborn Street
Chicago 60608
Research. For programs at the Henry A. Murray Research Center: \$865,700 to Radcliffe College.

STARS FARM COMPANIES FOUNDATION
One Stars Farm Plaza
Bloomington, Ind. 47404
Insurance. For an institute of insurance law and regulation: \$300,000 to Santa Clara U. School of Law.

TRUMAN FOUNDATION
P.O. Box 704
Emporia, Kan. 66801
Facilities. For a sports complex: \$200,000 to Emporia State U.

WILLIS A. BULLOCKS
Bulluck College. For capital improvements: \$1 million from Jean and James L. Moody, Jr.
For scholarships: \$1-million from each of two anonymous donors.

EMERSON COLLEGE. For the purchase of \$100,000 from Mr. and Mrs. Norman I. Tuttle.
Bowling Green State University. For the arts campaign: \$150,000 from Harold and Helen McGowan.

GOODY COLLEGE. For the museum of art: works of art, valued at \$10-million, from Kate.
Colorado State of Mines. For the endowment: \$3-million from Almond D. Kessler.
DePaul University. For scholarships: \$100,000 from Northern Trust Company.

LENNY-RHYNE COLLEGE. For the cap-

ital campaign: \$200,000 from Thomas W. Reese.
Marshall University. For programs in the arts: \$1-million from Joan C. Edwards.

MICHIGAN STATE UNIVERSITY. For the department of chemical engineering: \$1-million from the estate of Edwold Johnson Crosby.
Pitzer College. For the McConnell Center: \$350,000 from the estate of Odell McConnell.

Purdue University. For the schools of engineering, science, technology, and management: \$135,000 from Mobil Corporation.
Yonah Tobin University. For scholarships in the School of Music: \$157,000 from the estate of Carleel Lee Biggs.

University of Alabama. For the university libraries: \$1-million from John and Carolyn Jossey.
University of California at Davis. For new alumni and visitors center: \$250,000 from Joe H. Morita.

University of Delaware. For a center to improve the state's public schools: \$2-million from E. I. du Pont de Nemours & Company.
University of Florida. For the College of Veterinary Medicine: \$1-million from an anonymous donor.

University of Houston. Downtown. To support the doctoral studies of minority-group faculty members: \$250,000 from Lawrence Inc.
University of Kentucky. For the library: computer equipment valued at \$200,000 from Lawrence Inc.

University of Rhode Island. For engineering scholarships: \$1-million from the estate of Lawrence Inc.
University of South Carolina. For a professorship in the college of business administration: \$100,000 from Frederick M. Weissman.

University of Southern California. For professorship in public administration and law: \$1.4-million from the estate of Frances and John Dugan.
University of Wisconsin—Stout. For a professorship in manufacturing engineering: \$1-million from Robert and Esther Quinn.

Western Michigan University. For scholarships: \$1.6-million from Basil L. Kendall.

Note Book

Enrollments at historically black colleges and universities increased in the 1980's, in part because the proportion of non-black students at such institutions rose, from 14.5 per cent in 1976 to 18.6 per cent in 1990.

These findings were released in a report from the U.S. Department of Education, "Historically Black Colleges and Universities, 1976-1990." The report says that total enrollment at black colleges rose by 16 per cent from 1976 to 1990, but that most of the growth occurred from 1986 to 1990.

Black enrollment at black colleges rose 10 per cent—from 190,305 in 1976 to 210,014 in 1990. White enrollment climbed from 21,040 in 1976 to 33,722 in 1990. The proportion of all black college students who enrolled at black institutions, however, was lower in 1990 than it was in 1976—17.2 per cent in 1990 compared with 18.4 per cent in 1976.

Despite the total enrollment increase, the number of bachelor's and master's degrees conferred by black colleges has declined—in per cent for bachelor's and 34 per cent for master's. In 1976, 6,158 master's degrees were conferred, compared with 4,236 in 1990. In contrast to the decline in other degrees conferred, the number of doctorates conferred from 1976 to 1990 in 1990.

The report also says the number of black students in graduate programs dropped by 5 per cent, but that decline was offset by large increases in the number of non-black students who enrolled in master's programs.

The report is available for \$6.50 from the U.S. Government Printing Office, Mail Stop: SSOP, Washington 20402-9328. The stock number is 065-000-00511-5.

There are plenty of books that offer ideas on how to get into the right college, but now there is a book that literally explains "How to Get to the College of Your Choice: By Road, Plane, or Train."

Krus International Publications is publishing a series of five regional guides that provide practical information on how to plan a visit to college campuses.

For instance, the section on the University of Connecticut includes the name, address, and telephone number for the director of admissions; how to arrange a tour of the campus; and a campus map. It also includes instructions on how to drive to the university from nearby major cities and typical discount fares from major airports to Hartford.

The first guide to be released covers institutions in the Northeast and mid-Atlantic regions, including colleges in Connecticut, New York, Ohio, Pennsylvania, Virginia, and Vermont. The guide for colleges in Western states is to be published in December. Other guides will be released next year for colleges in the Middle West and the South.

Students



Jeffrey Lawrence, a senior at the U. of Massachusetts at Amherst: "I grew up with the gang members. They chose their way and I chose mine."

College Becomes a Safe Haven for City Students

Some blacks and Hispanics spend summer on campus, seeking a refuge from urban violence

By Michele N-K Collison

To be sure, many students stay on or near their campuses during the summer because they either already have a job or because it may be easier to find one where they go to college than at home. Others stay because they enjoy the freedom they have at college and don't want to go home to their parents' rules.

But for some students, safety is their main concern. In Amherst, for instance, Brian Jackson's baseball cap does not even rate a second glance. But in his neighbor-

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Nearly Killed in a Shooting, a Queens Teen-Ager Reaches for the Chance for a Better Life in College

The thick scar that runs from Michael Butler's right shoulder to his chest is a reminder of the bullet that nearly killed him and the surgery that saved his life.

A graduate of Springfield Garden High School in Queens, N.Y., Mr. Butler understands why some minority students choose to stay at college during the summer rather than return home. A casual conversation with another young man's girlfriend almost cost him his life last year.

The shooting also made Mr. Butler's high-school counselor, Edmund Archibald, even more determined to get the 18-year-old enrolled in college and out of New York. Mr. Archibald says, "Michael doesn't do drugs, he's not a gang member, but he has a bullet in his shoulder."

Now that he has been accepted by the University of Massachusetts at Amherst, Mr. Butler says he has a chance at a better life. "Massachusetts is a good opportunity," he says. "I don't want to mess it up by coming home and getting shot again."

A Few Casual Comments

The shooting was sparked by a few casual comments that Mr. Butler made to the gunman's girlfriend, Mr. Butler had been warned that the young man might attack him, but he didn't think anything of it. Then, as he sat on a friend's stoop, he noticed two men walking up and down the street. Even when

he heard the sound of gunshots, Mr. Butler didn't move, because shots are common in the neighborhood.

It was only when he saw glints of light bursting from the automatic weapon that he pushed his friend out of the way and tried to run for cover.

"As soon as I saw the light from the gun, I knew," Mr. Butler says.

"As soon as I saw the light from the gun, I knew. You hear shots around here all the time. But when I saw the light, I knew they were for us."

"You hear shots around here all the time. But when I saw the light from the gun I knew they were for us."

As Mr. Butler turned to run into the house, a bullet slammed into the back of his shoulder and lodged in his arm, tearing an artery. "When I got shot, I couldn't believe it," he says. "I hit the ground, but I couldn't feel my right arm."

As he lay in the hospital recovering from the wound and from surgery to repair the artery, Mr. Butler relived the shooting over and over again and marveled at the stupidity of it. "A shooting over a

girl," he says. "People who don't live here find it hard to believe. How can anybody say, 'I gotta kill someone over a girl?'"

Although Mr. Butler provided police with a description of his assailants, no arrests were made.

Friends and family saw a marked difference in Mr. Butler after the shooting. "He went through a lot of changes," Mr. Archibald says. "When you get shot over nothing, when you can get killed walking out the door, you begin to think life is cheap. When you think life is cheap, you tend to do self-destructive things. You tend to live every day like it's your last."

Seeking Counseling

For the three weeks Mr. Butler was in the hospital, he says he slept fitfully because he thought his assailants would come and murder him in his hospital bed. Even after he was released, he trusted no one. "I would walk down the street and ask myself, 'Why are those two guys walking down the street?'" he says. "I would hear a shot and jump."

His grades dropped, and with little provocation he would be ready to fight. Eventually Mr. Archibald suggested that the teen-ager seek counseling to help him resolve his emotional problems.

"It wasn't me any more," Mr. Butler says. "The shooting changed my life. I thought I had to live my life very quickly."

He sought help from Rondell



Michael Butler, right, and Edmund Archibald, his high-school counselor.

McClary, a counselor with the National Council of Negro Women, who "got me to think about my life," he says.

"I was able to talk about things that I couldn't with anyone else," he adds.

He began to think about going to college again, and he decided to go to a new environment.

"I want to go to a new environment," says Mr. Butler, who says to major in restaurant management. "I'll be here here this summer. I would have to watch my back here."

He has been accepted at the University of Massachusetts at Amherst, but his financial aid is in jeopardy.

Mr. Butler says he would not have made it this far without the help of Mr. McClary and his high-school counselor, Mr. Archibald. "Mr. Archibald is the closest thing I have to a father," he says. "He is like a safety net."

'Trying to Squeeze Through'

Mr. Butler is similar to other students who do not want to take the risk by staying in neighborhoods where shootings are commonplace and drug deals are going on around the clock. Since then, like Mr. Jackson, have found the excitement of urban life for the safety of the suburbs.

Others have become almost permanent residents of their college communities, venturing home only for short visits because their fear is so great that a bullet meant for someone else will end their young lives.

"These young men know they have a great opportunity to be in college, and to think they could be killed on a humble is very timid for them," says Anthony Tillman, assistant dean of freshmen at Hawthorn College. "A 'humble' is a killing or violent reason."

"Every summer I wonder what is the fate of the African-American males on my campus," he adds. "I tell the young men to be careful and come back. Anything could want to take them out."

—MICHAEL B. C. CHILSON

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For Some, College Is a Refuge From Inner-City Violence and Fear

Continued From Page A27

of Dorchester, a part of Boston, the cap could get the University of Massachusetts senior killed. Ignorance about the ever-changing fashion of gang members is part of the reason Mr. Jackson and 20 other black students are staying in Amherst this summer.

"Wearing a baseball cap here means nothing," says Mr. Jackson, who is taking classes this summer. "There it might mean you're part of a gang. I've been up here so long I can't keep track. You don't know which gang is wearing which hat."

"When I'm staying in Amherst," he continues, "I don't have to worry about getting hit in a drive-by shooting. The primary thing is to get through college, and you can't do that with a bullet through your head."

Homicide Rates Cited

Mr. Jackson and dozens of other young men do not want to take the risk by staying in neighborhoods where shootings are commonplace and drug deals are going on around the clock. Since then, like Mr. Jackson, have found the excitement of urban life for the safety of the suburbs.

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"Every summer I wonder what is the fate of the African-American males on my campus," he adds. "I tell the young men to be careful and come back. Anything could want to take them out."

Young men cite the homicide rates for black men. They tell stories of friends being gunned down, of gang members on the prowl, of constant drug dealing. Staying in small towns is a small price to pay when they realize the opportunity for a better life could be ended by a random bullet, said the young men interviewed for this story.

They have only to look to the headlines to confirm their fears. Last month Kevin Herd, a senior at Prairie View A&M University, was shot and killed while he and his friend were looking for a party in Chicago. Young men on the street, who thought Mr. Herd and his friend were gang members about to shoot at them, shot first.

Death of a Howard Graduate

Benjamin Donkor, who just graduated from Howard University, was killed in June when three teen-agers robbed him and his friends as they were heading to a reggae club. Mr. Donkor was shot even though he and his friends gave the teen-agers their money. "More" minority students stay near college campuses in the summer than college officials realize, says Ron Campbell, director of

housing at George Mason University. "Sometimes they make up other reasons to be in the area. They hate to admit that they are scared to go home. Who wants to admit that their neighborhood is so terrible they don't want to go home?"

"On campus, they don't have to look over their shoulders. They live in a stress-free life. It's almost like they can't go home again."

Tony Rodriguez, a senior at the University of Iowa, went to a counselor and asked her to help him find a job on the campus. "I told her I didn't want to go home," says Mr. Rodriguez, who lives in New York City and is conducting research on Chinese gangs this summer.

"There's no life there. I didn't want to get caught in the crossfire. It's not too exciting here, but at least I'm not dodging bullets."

When Mr. Rodriguez did go home for two weeks, he spent the entire time in his parents' Brooklyn apartment.

"My neighborhood is getting worse," he explains. "There are gangs, shootings, and drive-bys. It's not uncommon to see someone lying dead in my neighborhood. My parents were glad to see me, but they were glad to put me back on the phone."

Danger May Be Exaggerated

Some sociologists say students may be exaggerating the danger. "Many college students hang out and nothing happens," says Darnell F. Hawkins, a professor of sociology and African-American Studies at the University of Illinois at Chicago, who studies violence in the black community.

"We often exaggerate the violence in the black community. It's real, it's there, but it's not that much of a war zone."

Mr. Hawkins says that many colleges and universities are in rural communities where violent crime is unheard of. When the students return home for breaks, the differ-

ence between their college communities and their inner-city neighborhoods is jarring. "The neighborhood usually hasn't changed that drastically," he says. "It's just their perception. It's kind of a shock."

Others say college students are more likely to be targets of violence because they have left their neighborhoods. "Their friends will call them college-boy fools," says George Minson of Mr. Campbell says. "To survive, you have to look like your environment, and they no longer do."

Mr. Campbell says college students also have learned how to negotiate and compromise, and that

"They have to admit that they are scared to go home. Who wants to admit their neighborhood is so terrible they don't want to go home?"

while such skills may be valued in college they aren't on the street. "These solutions could get them killed on the street," he adds.

Some students say college has made them less aggressive. "Being in college made me softer," Mr. Rodriguez says. "Before, I had to survive by blending in. I knew how to talk that talk and walk that walk. Now I don't."

Carol F. Hardy, associate vice-president for student affairs at the College of William and Mary, agrees. "College students have lost that edge, their survival strategy. They no longer fit. They are no longer welcome on the corner, no longer the boys in the hood, and they could get into trouble trying to fit in."

These young men don't reveal their true reasons to many who ask why they are staying on campus. "I get mad when people think about

my neighborhood," says Jeffrey Lawrence, a senior at UMass, who is working off campus this summer. "Overall, most of the people are good people. There are just a few people who make it a rough place to live. But I grew up with the gang members. They chose their way and I chose mine."

Other students have not only escaped their neighborhoods, but also are moving their brothers away from the violence. Bilal Karim, a graduate student at Pennsylvania State University, got custody of his 12-year-old brother, Isa, because he felt the streets of Camden, N.J., would claim him. "He had been suspended for fighting, he had been taken to the police station," says Mr. Karim. "I figured if I changed the environment, I might have an opportunity to save him."

Mr. Karim says that shootings are prevalent in his neighborhood and that he became worried when he learned that drug dealers knew his brother's name. He says: "I saw where he was headed. He would never have made it past 17."

"No Other Decision"
Mr. Karim says his brother has made significant progress since he enrolled in State College Junior High School. Previously, Isa's report card was full of F's. Mr. Karim proudly says his brother now earns A's and B's.

"I don't want to take a chance on him going back to the madness," Mr. Karim says. "He's my little brother. There was no other decision."

Despite the fact that they are staying away now, all the young men said they wanted to return to help their communities. "We all talk about giving back to our community, about making a change so others will have a better life," Mr. Lawrence says. "But you have to have something to go back with. And we're here to get the knowledge and the skills so we can go back."

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NCAA Releases Data on Graduation Rates of Individual Colleges

By DOUGLAS LEDERMAN

For the first time ever, the National Collegiate Athletic Association has released information about the graduation rates of its member colleges' athletes on a campus-by-campus basis.

In past years the association published only a summary of the graduation rates for all colleges in Division I, its top competitive level. But provided by federal law, makers who sought more complete disclosure about the academic success of athletes and other students, NCAA members agreed to make the data public beginning this year.

A federal law that requires the publication of graduation rates at all colleges that receive federal aid will take effect next year.

Last week the association released a 625-page report featuring two pages on each of the 297 colleges in Division I.

Among other things, the NCAA's report provided a look at how many scholarship athletes and other full-time students had earned their degrees within six years after they enrolled. The information on students and athletes was broken down by sex and race; the data on

athletes also include some breakdown by sport.

But in response to the concern of college officials that individual athletes on teams with small numbers of players might be identified, the NCAA provided, for each sport, a graduation rate and an estimate of the number of athletes in the pool.

Counselors and Coaches

The federal law requires colleges to provide the form to prospective athletes and their parents, to guidance counselors, and to high-school coaches.

Like a survey last month by *The Chronicle*, the NCAA report did not provide information about the graduation rates of athletes at the eight Ivy League colleges and the three U.S. service academies, since they do not give athletic scholarships. The data below include graduation-rate information for 32 of the 39 Division I colleges that did not participate in *The Chronicle* survey (July 22).

Seven institutions—the College of Charleston, Coppin State, Northeastern Illinois, and Southern Utah Universities, the State University of New York at Buffalo, and the University of Missouri at Kansas City and North Carolina at Greensboro, did not provide information because they had not joined Division I at the time the players in the pool enrolled.

The National Collegiate Athletic Association last week put the University of Texas-Pan American on three years' probation because of major rule violations to its men's basketball program.

Because the university's women's basketball team had been punished for major violations two years ago, the NCAA's infractions committee hit Texas-Pan American with some of the association's penalties for major repeat violations—the so-called death penalty.

The panel stopped short of the complete ban on competition that it imposed on Southern Methodist University's football team in 1987. But it cut short Pan American's 1992-93 basketball season by five games, barred the team from appearing on television or in postseason play next year, and cut its scholarships to 10 in 1992-93 and 12 in 1993-94.

The infractions panel said Pan American officials had failed to maintain control over the basketball program, resulting in a "pattern of violations" that "fourished" for several years. The viola-

ATHLETICS NOTES

■ NCAA puts U. of Texas-Pan American on 3 years' probation

■ Football coach at Newberry College resigns over his résumé

itions included unethical conduct by the former basketball coach.

Newberry College's football coach has quit amid reports of discrepancies between his résumé and his work experience.

PEOPLE IN ATHLETICS

Elizabeth Alden, graduate assistant to the associate director of men's athletics at U. of Iowa, to director of athletics at Webster U.

Bill Byrnes, athletics director at U. of Oregon, to athletics director at U. of Nebraska.

Barbara Camp, associate director of athletics at U. of California at Irvine, to acting director.

Tom Collins, assistant commissioner of Big South Conference, to athletics director at Campbell U.

Mark Graham, associate director of athletics and baseball coach at Allegheny College, to athletics director.

Peter Deane, men's basketball coach at Trans-McConnell College, to athletics director and men's soccer coach.

Patricia Deane, director of women's athletics at U. of Wisconsin at Superior, also to acting director of men's athletics.

Loan Bury, athletics director at Bryant College, has been dismissed.

Dorothy Farnell, associate commissioner of the Big West Conference, to commissioner.

Brad Scatter said he had quit because *The State* newspaper of Columbia, S. C., was set to run a story showing that he had exaggerated his duties in prior jobs. *The State* also reported a former coach's claim that Newberry's president knew about the divergence. —D.L.

Thomas Ford, athletics director at U. of California at Irvine, to assistant executive director of the National Association of Basketball Coaches.

Steve A. Grimes, former athletics director at West Texas State U., to athletics director at Fort Lewis College.

Ted Kiesel, associate director of athletics for sports programs and external operations at U. of Arizona, to athletics director at U. of Dayton.

Roger Sayens, president of U. of Alabama, has been named chairman of the College Football Association's Board of Directors.

Robert J. Tappin, dean of admissions and financial aid at Catholic U. of America, to athletics director.

Jeff Thompson, athletics director at U. of Colorado at Colorado Springs, has announced his resignation, effective September 30.

Charles E. Young, chancellor of the U. of California at Los Angeles, has been named Division I chair of the National Collegiate Athletic Association's presidents' commission.

Athletics

Dispatch Case

The Institute of International Education has compiled a directory of academic exchanges and other cooperative projects between U.S. colleges and universities and those in East Central Europe.

The directory is part of a report on the status of such programs.

"Where Walls Once Stood," it is based on a survey of U.S. colleges and exchange organizations and includes information received as recently as January 1992.

The report discusses changes since 1989, when the last survey covered colleges on their links to institutions in Bulgaria, Czechoslovakia, Hungary, Poland, Romania, and Yugoslavia and its successor states.

Among findings:

• Substantial growth in the number of exchange programs and the number of U.S. institutions sponsoring exchanges.

• A decline in the predominance of broad, long-term exchange programs.

• A growing tendency on the part of U.S. foundations to make grants directly to institutions in East Central Europe.

The programs listed in the report's 60 pages of appendices are organized alphabetically by U.S. campus, by country and partner institution, and by field of study.

The report was written by May E. Kirk, the IIE program director for East Central Europe, who is based in Budapest.

Copies of "Where Walls Once Stood" are \$10 each, including postage, and can be ordered from the IIE, Institute of International Education, 809 United Nations Plaza, New York 10017-3350.

Information on new projects involving U.S. institutions and those in the region can be sent to the East Central Europe Information Exchange at IIE. Ford Foundation grants support the project.

The education ministers of more than a dozen Asian and Pacific countries were in Washington last week for meetings and a symposium on "21st Century Standards for the 21st Century."

U.S. Secretary of Education Lamar Alexander served as host for the gathering, which President Bush announced during his trip to Asia last January.

The ministers represent the countries of the Asia Pacific Economic Cooperation group, including Australia, Brunei, Malaysia, the People's Republic of China, Hong Kong, Japan, Korea, New Zealand, the Philippines, Singapore, South Korea, Chinese Taipei, and Thailand.

International

Summer in Israel for Black Students From Wilberforce

University's program helps them dismantle stereotypes

By Herbert M. Wutzman



Participants in Wilberforce University's summer program lead Israeli children in a rap song.



Rachel Joy, because her hosts don't speak Hebrew, "wa's learned to be good at pantomime."



Julia Tolbert: "I'd like to have a hand in bettering relations between Jews and blacks in America."

JULIA TOLBERT, a senior at the historically black Wilberforce University in Ohio, spent four weeks this summer living with a large family in a disadvantaged neighborhood troubled by crime and drugs.

The family was Jewish and the neighborhood was the Jesse Cohen section of Holon, a suburb of Tel Aviv.

For the four Wilberforce seniors who spent a month teaching English to kids in Jesse Cohen, it was their first real contact with Jewish people, culture, and religion.

Having grown up in predominantly black areas of cities in the American Midwest, all four women said they had never had contact with American Jews.

"In America, Jews and blacks are put up against each other," said Ms. Tolbert, a communications major. "Even though they are more similar than they are different, stereotypes keep walls up between us."

While she cited a desire to improve black-Jewish relations as a main motivation for coming to Israel, her three colleagues were less driven by ideals.

"It was a chance to go to a different country," said LaVerne Gray, a child-development major. "Because of the expense of traveling, I probably never have another opportunity to do this."

The four women were among nine Wilberforce students and one professor who spent two and a half months in Israel under the auspices of the university's Institute of African-American/Israeli Exchange, set up last year to run this and similar programs.

The summer also included a stay on a kibbutz and three weeks of study at the Hebrew University of Jerusalem.

Eric V. A. Winston, Wilberforce's vice-president for development and university relations, said the idea for the program had been proposed in 1988 by a faculty member.

"Wilberforce students must fulfill a 'co-operative education' requirement, and he suggested that come might do so on a kibbutz in Israel," Mr. Winston said.

"With all the discussion of black-Jewish relations, it seemed a timely subject," he added. "And our new president wanted to see the university more involved in international activities. One of our board members, Herbert Abrams, heard of the idea and said he would fund the first group."

On a trip to Israel to explore the idea, Mr. Winston met Beth Zuril, who serves as a liaison person there for the Columbus and Dayton Jewish Federations. The Jesse Cohen neighborhood had been "adopted" by the Jewish groups she represents, and she was seeking volunteers to work there.

"We had been thinking for many years

of setting up a day camp that would help neighborhood children with their English, but we hadn't had any success in recruiting Jewish volunteers from Columbus and Dayton for the job," Ms. Zuril said. "When I first heard about the Wilberforce program, I immediately thought it could provide the volunteers we needed."

Warmly Accepted

Ms. Zuril said she was surprised and pleased at how warmly the Jesse Cohen community accepted the volunteers.

One of them—Rachel Joy, a political-science major—said the families the students were staying with "don't speak English, and we don't speak Hebrew, so we've learned to be good at pantomime."

Said Ms. Gray: "Really, they aren't much different from our families at home. The television is on all the time and the children are always making noise."

All four women agreed, however, that nothing like American poverty exists in Israel. Jesse Cohen has a reputation as one of the Tel Aviv area's most crime-ridden and drug-infested districts, but it is far better

off than the worst of the inner-city neighborhoods in the United States. "After what they told us, I was expecting a ghetto," Ms. Tolbert said. "But by American standards they live comfortably."

Ms. Tolbert, who aspires to be a foreign correspondent, said she would like to return to Israel as a reporter for an American television network. "I'd like to have a hand in bettering relations between Jews and blacks in America," she said. "There are a lot of stereotypes about both."

"For instance, the first thing the kids here asked us when we came was whether we knew how to play basketball," she said with a laugh. "Also, whether we can rap."

The students actually had prepared a special summer-camp rap to teach to the young Israelis.

"As for getting rid of stereotypes," Ms. Tolbert said, "I can tell you that all Israelis eat watermelon."

Mr. Winston, who visited Israel during the students' stay here, said the program also was open to students from other institutions, although Wilberforce could provide financing only for its own students.

Graduation Rates of Scholarship Athletes at 32 NCAA Division I Colleges

	White male athletes		Black male athletes		White female athletes		Black female athletes		All athletes		Refined graduation rate %	
	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated
Alabama State U	0	—	117	28.2%	0	—	30	48.7%	147	32.0%	47	100.0%
Alcorn State U	0	—	87	27.8	0	—	18	63.2	106	34.0	86	40.7
Boston U	54	66.7	9	77.8	27	77.8	3	100.0	114	72.8	98	88.0
Brigham Young U	90	30.0	7	0.0	38	60.5	1	0.0	180	38.3	115	48.6
Butler U	40	77.5	2	0.0	20	70.0	0	—	82	72.6	87	89.5
Campbell U	38	62.1	8	25.0	7	85.7	3	33.3	57	62.8	44	100.0
Central State U	3	33.3	47	42.5	0	—	13	81.5	84	46.8	46	68.8
Duke U	68	81.2	33	84.5	17	100.0	1	100.0	103	82.2	103	96.1
Georgetown U	9	77.6	10	70.0	32	85.3	3	85.7	35	77.1	28	93.1
Grambling State U	3	33.3	132	39.0	4	100.0	47	68.5	198	48.0	83	96.7
Hobart U	15	66.7	2	50.0	15	84.2	0	—	65	80.0	34	97.1
Jackson State U	0	—	108	31.4	0	—	20	80.0	126	34.0	54	70.3
McNease State U	83	38.8	40	10.0	17	47.1	9	33.3	187	81.8	108	80.0
Morgan State U	1	100.0	92	38.0	0	—	32	37.5	128	38.0	102	44.1
North Carolina A&T State U	0	—	80	31.7	0	—	13	81.5	78	37.0	35	77.1
Northwestern U	65	85.8	20	75.0	34	79.4	3	66.7	129	81.0	131	95.1
Pennsylvania State U	80	87.0	20	80.0	41	73.2	4	75.0	165	83.0	161	78.0
Prairie View A&M U†	54	75.8	8	75.0	20	80.0	3	66.7	89	78.7	107	88.0
Saint John's U	4	75.0	1	100.0	—	—	—	—	5	80.0	11	81.8
San Diego State U	40	27.5	18	22.2	21	38.3	9	22.2	92	26.1	90	32.2
Selon Hall U	18	66.7	10	60.0	15	53.3	2	80.0	46	62.2	34	79.4
Southeast Missouri State U	43	32.6	34	32.4	35	43.2	10	20.0	118	28.8	82	51.2
Southern U	0	—	78	29.1	0	—	28	31.0	114	28.8	78	43.6
Temple U	80	66.0	48	37.5	37	81.1	17	70.5	181	66.0	172	68.9
Tennessee State U	0	—	75	26.7	0	—	19	42.1	84	28.8	73	41.1
Texas Southern U	0	—	47	12.8	0	—	23	8.7	81	11.1	31	29.0
U of Arkansas at Little Rock†	31	81.3	7	14.3	11	55.3	5	40.0	64	45.9	43	72.1
U of South Alabama	14	42.9	7	0.0	9	55.4	8	37.5	48	40.0	25	84.0
Utah State U	11	29.3	8	37.5	22	57.5	4	0.0	95	51.3	88	87.5
Villanova U	27	81.5	3	100.0	31	90.3	0	—	88	86.7	86	86.2

† Prairie View A&M U. did not provide the NCAA with a copy of its Graduation Rates Disclosure Form, while the U. of Arkansas at Little Rock told the NCAA that it was unable to provide the information because of problems in its record keeping.

* Sanford provided only partial information to the NCAA.

† The refined graduation rate adds to the number of incoming freshmen those athletes who transferred into an institution after their first year, but excludes from the calculation those athletes who left the institution in good standing during the year, or continued to be enrolled in good standing after their sixth year.

SOURCE: NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

Head of Rectors' Group in Peru Proposes Consolidation of Universities

By LUCIEN CHAUVIN

LIMA, PERU
The president of Peru's National Association of University Rectors, Javier Sola Nadal, has proposed a controversial way to deal with the economic crisis facing higher education throughout his country: consolidation.

"Consolidation doesn't mean doing away with universities," he said. "It means optimizing resources in order to deal with a serious economic crisis that isn't going to disappear in the near future."

According to Mr. Sola, who has been president of the National Engineering University in Lima since 1989, the country's 52 universities are "duplicating bureaucracy, conflicts, and inefficiency."

He has called for the consolidation of the universities into 20 or 25 regional and specialized institutions.

"The universities don't have money to pay their electricity, water, or telephone bills, much less for laboratory supplies that are a basic component of a university's work," he said.

Peru's university history is the

oldest in the Americas, dating in 1541 when San Marcos National University was formed. In the 44 years from San Marcos's founding until 1955, only eight universities—all but one of them public—were founded.

System Burgeoned

After 1955, however, the country's higher-education system burgeoned. In less than four decades, 44 public and private universities have been established.

But the number of universities has grown much faster than the country's economy, causing a reduction, in real terms, of the resources available for higher education.

Today the government's budget for Peru's 28 public universities is \$100-million (U.S.), roughly \$3.6-million for each institution, or an investment of a little less than \$10 for each of the country's 300,000 public university students.

"What is wrong with the higher-education system in Peru is the number of universities," Mr. Sola said in an interview. "The role of the university here has been con-

fused with the number of universities."

The underlying problem, Mr. Sola said, is that many of the country's universities were not founded to further higher education, but for political reasons.

"Universities were created as appendages of political parties or as a way to get elected," he added. "For a congressman or senator to

"The universities

don't have money to pay their electricity,

water, or telephone

bills, much less for laboratory supplies."

get more votes, universities were established, without any thought about how they were going to be maintained or financed."

Mr. Sola is highly critical of many of the country's private institutions, which he has described as "chalk-and-blackboard universities." Many of the institutions, he

added, do not fulfill the basic idea of what a university should be.

"They buy a house, some chairs, hire professors, put up a sign, and call themselves a university," he said. "It doesn't seem important that they lack libraries, laboratories, and the basic infrastructure necessary for learning."

Support From Rectors

Since Mr. Sola proposed reducing the number of universities in Peru, a number of members of the rectors' group have come forward to support the idea.

"With the consolidation of the universities, it may be possible to leave behind some of the problems we are currently forced to deal with," said Pedro Villena Hidalgo, president of San Cristóbal University in the department of Ayacucho.

Alberto Coayla Vilca, president of Jorge Basadre National University in the southern department of Tacna, said that his university had in many ways already put Mr. Sola's idea into practice.

For the past five years, he noted, Jorge Basadre University has run exchange programs with universi-

ties in the neighboring departments of Puno and Arequipa.

Alfonso Ramos Góndres, the president of the national teachers' college, commonly known as La Cometa, said the consolidation might prove to be the solution to the financial crisis facing the universities.

He cautioned, however, that a comprehensive study should be done to identify what sort of problems may arise.

Although the proposal has been received by the rectors with some enthusiasm and optimism, the National Federation of University Employees of Peru has been skeptical. "The proposal lacks any sort of guidelines and, as such, cannot be discussed," said Pedro Cárden, general secretary of the employees group.

In a country where only 20 percent of the work force is employed in full-time jobs, the federation's 18,000 members are concerned that the consolidation of universities would mean a drastic reduction in non-academic personnel. "If the number of universities is reduced by half, it is only logical that there will be reductions in staffing," Mr. Cárden said. "The reductions could destroy the right to labor stability."

British Government Refuses to Help Pay for Faculty Raise

By DAVID WALKER

LONDON

Ten weeks after university faculty members and vice-chancellors agreed on a 1992 pay rise of 7 percent, government officials condemned the increase as excessive and are refusing to help pay for it.

The Committee of Vice-Chancellors, which says the universities' own budgets cannot finance the increase without a special government grant, is now considering a lawsuit against the Department of Education.

It was only after the Cabinet rejected a report by the Top Salaries Review Body that recommended substantial raises for judges, military officers, and civil servants, that it intervened in the universities' dealings on faculty pay. Until then it appeared that the salary agreement would be accepted by the government.

The government's anxiety about salaries paid to public employees stems from Britain's growing economic difficulties.

Although government grants account for only two-thirds of the budgets of British universities, professors are regarded as public employees.

"The position we have taken reflects the overriding public interest in moderating pay settlements and the growth of public spending," said Higher Education Minister Nigel Foran.

"Who Manages?"

The ambiguity about the government's role in setting faculty compensation led Stewart Sutherland, vice-chancellor of London University and the universities' spokesman on salary issues, to ask, "Who manages the universities?"

"The vice-chancellors do," he answered. "We have reached a settlement at a level we consider necessary to deliver the high-quality

service the public expects of us."

The government is refusing to give about \$46-million to the universities in supplemental salary funds.

8% for Schoolteachers

The vice-chancellors say that without such funds they cannot afford the raises that they had negotiated with the professors.

Diana Warwick, general secre-

tary of the Association of University Teachers, said the government had singled out professors as "victims of their new public-pay policy." She pointed out that teachers in elementary and secondary schools had recently made a deal for an increase of nearly 8 percent.

The government has indicated a willingness to accept a compromise pay increase of less than 5 percent, provided faculty members increase their "productivity."

Brazil's Minister of Education Resigns in Anger Over Government Corruption

By DANIELA HART

SÃO PAULO

Brazil's Minister of Education, José Goldenberg, resigned last week because of what he said were unbearable pressures to allocate resources from the ministry for political purposes.

"When I joined the government in 1990, initially as Secretary of State for Science and Technology and later as Minister of Education, there was a program for modernizing the country," he said. "Now the government is no longer concerned with the problems of the country, but only with keeping itself in office."

Mr. Goldenberg's resignation came as the prospect of impeachment proceedings against the country's president, Fernando Collor de Mello, appeared more and more likely. A parliamentary committee investigating the activities of a close friend and associate of the president, Paulo Cesar Farias, has uncovered evidence of corruption in the government.

Newspapers in Brazil have carried many reports on how the investigation has led to intense pressure on officials like Mr. Goldenberg to use government funds to guarantee the support of the presi-

dent's political allies so as to defeat a vote for impeachment in congress.

Mr. Goldenberg, a former rector of the University of São Paulo and a former president of the Brazilian Society for the Progress of Science, belongs to no political party. He was the first Minister of Education in decades to come from an academic background.

High Expectations

When he took office two years ago, academics had high hopes that education in the country would be improved. With the appointment of his successor, Rodrigo Triunfo, many academics are again worried about the prospects for education. Mr. Triunfo was serving as an elected Federal Deputy in Brazil's Congress when he was appointed minister. Education officials seem to know little of his background other than that he is a politician and not an educator.

"This is undoubtedly a regression," said Benito Candotti, president of the Brazilian Society for the Progress of Science. "With the government going back to choosing a Minister of Education according to political criteria, there is no hope of reforms in education."

International

Name Dropping

SO WHAT DID YOU DO ON YOUR SUMMER VACATION? Cecilia Campoverde, professor of social work at Florida Atlantic University, decided to spend it experiencing of first hand the trials that the Guatemalans whom she works with in Florida underwent to get there.

In early June she traveled to Guatemala, where, after riding with relatives of her clients, she paid a guide \$200 to lead her through Mexico to the U.S. border. After days on dangerous (and cold) trails, the 55-year-old professor finally declared she had enough.

Leaving the rest of her group, who had no choice but to enter the U.S. illegally and who faced three hard days before attempting to cross the border at Tijuana, Ms. Campoverde took the bus to Brownsville, Tex. Back in Florida, she said: "I feel so much closer to the Guatemalans. As a human being I have changed. I have become definitely more humble in my beliefs about myself."

In these days when the average tenure of college presidents is little more than five years, the Rev. Raymond Baumhart is a rarity: When he leaves office as president of Loyola University Chicago next July 31, he will have been in office 23 years.

Troubles continue at Saint Quinn College: After the college's president, Warren W. Morgan, stepped aside in March under pressure from the Board of Trustees, Weston Powers was named interim president. Late last month, Mr. Powers resigned for health reasons.

T. Boone Pickens, Texas businessman and former chairman of the Board of Regents of West Texas State University, has asked the university to drop his and his wife's names from a lecture series. The ties between Mr. Pickens and Ed D. Roach, the controversial former president of the university, have been subject to intense scrutiny.

In his letter, Mr. Pickens wrote: "It is clear that the present administration doesn't have the same interest as I do in the university. Consequently, I believe it would be appropriate to remove our names from the lecture series."

When Lawrence K. Pettit resigned as chancellor of the Southern Illinois University system last summer, he said he would return to the university as a tenured professor in its Department of Higher Education after serving a year as a fellow at the American Council on Education in Washington.

Last month Mr. Pettit accepted the presidency of Indiana University of Pennsylvania. He had earlier been a finalist for the presidencies of the University of Colorado and East Tennessee State University.

Last December we reported that contestants on a television game show had difficulty remembering Laura Cavazos. To add insult to injury: A recent biography of Bill Clinton contains a photograph of Mr. Clinton, George Bush, and Mr. Cavazos at the 1989 Education Summit. Mr. Cavazos, then Secretary of Education, is incorrectly identified as Iowa Gov. Terry E. Branstad.

As expected (Name Dropping, July 8), Julius L. Baumhart was named chancellor of North Carolina Central University. He will take office in December.

Gazette

APPOINTMENTS, RESIGNATIONS, & DEATHS



James P. O'Brien
Virginia Academy
of Science



Madeleine W. Adler
West Chester U.
of Pennsylvania



Donna C. Stanton
Modern Language
Association



Joan Connell
Cumtina College



Philomena Mantella
Fairleigh Dickinson
University



Denis Calandra
University
of South Florida

■ **New college and university chief executives:** Austin Community College (Minn.), Vicky R. Smith; Hampden-Sydney College, Lieut. Gen. Samuel V. Wilson; Indiana University of Pennsylvania, Lawrence K. Pettit; North Carolina Central University, Julius L. Chambers; Southern Ohio College, Vincent Zocco; West Chester University of Pennsylvania, Madeleine Wing Adler; Western Connecticut State University, James R. Roach.

■ **Other new chief executive:** American Osteopathic Association, Robert E. Draba.

Appointments, Resignations

Arthur J. Acton, vice-president for academic affairs at Ohio Northern U., to associate dean for student affairs at Smith College.

Robert Baskett, academic director of planning at Purdue U., to director of education at U. of Southern Maine, to dean of homebound student services at Johns Hopkins U.

Wanda D. Bigham, president of Tokyo Metropolitan U., has resigned.

Steven A. Bray, resident director at U. of Florida, to area residence coordinator and director of student programs at Washington and Jefferson College.

Denis Calandra, professor of theater at U. of South Florida, to chairman of the department.

Louise A. Galtight, director of student and welfare at American U., to dean of student affairs at Christian College.

Stephen Galtight, professor of law at Wayne State U., to interim dean of the law school.

Edith Galt, professor of history at Amherst College, has retired.

■ **Resignations:** Robert P. Baskett, professor of German at California State U. at Long Beach, to dean of the college at Connecticut College (Conn.).

John W. Barham, dean of the division of continuing education at Texas Southern College, to executive dean for corporate and extended learning at Suffolk Community College (N.Y.).

Bruce Baskett, director of secondary education on Brigham Young U.-Hawaii, to professor and chairman of media and educational technology at Western Illinois U.

Raymond M. Barrows, national director of minority enrollment at U.S. Air Force Academy, to director of admission at U. of Massachusetts-Dartmouth.

The Rev. Raymond Baumhart, president

Continued on Following Page

THE CHRONICLE OF HIGHER EDUCATION

Index VOLUME XXXVIII

August 28, 1991 – August 12, 1992

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The next news index will be available in September. Since a limited number of copies will be printed, it's important to reserve yours now.

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Name _____

Institution _____

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City _____ State _____ Zip Code _____

C-2

Gazette

CONTINUED

Julius L. Chambers, director of NAACP Legal Defense and Educational Fund, to be director of North Carolina Central U. effective January 1.

Dore Charbonneau, consultant in Los Angeles, to director of animal giving at California Institute of Technology.

Stephen D. Christensen, former director of major gifts at U. of California at Irvine, to director of major gifts at California State U. at San Bernardino.

Randy Steele-Corranaga, John Woodruff Simpson Lecturer at Amherst College, has retired.

Joan Connolly, former vice-president for academic affairs and professor of history at Xavier U. (Ohio), to vice-president for academic affairs at Canisius College, effective December 1.

John Connolly, professor of philosophy at Smith College, also to dean of curriculum and faculty development.

Art Constantino, associate vice-president for student affairs at U. of Toledo, to vice-president for student affairs at Evergreen State College.

Harold R. Ogilvie, professor of psychology at Amherst College, has retired.

Vi O. Gray, acting chairwoman of mechanical engineering at Louisiana State U., to chairman.

Clara Costa-Pierre, associate dean for academic programs in the school of education at California State Polytechnic U. at Pomona, to dean of the college of education at New Valley State U.

Maylene Day, former counselor at Rio Hondo College, to program coordinator for the tribal behavioral science program at National-Louis U.

Ann J. Davis, professor of history and black studies at Amherst College, has retired.

Henry G. Dawson, dean of admissions and faculty at Eastern Kentucky U., to executive assistant to the president.

Robert W. Day, program director at Texas Higher Education Coordinating Board, to chairman of business and technology at Delaware S. Lancaster Community College.

Richard B. DeWitt, former associate professor at First Presbyterian Church (Calverville, Tex.), to director of the Lay Studies of Faith and Life at Columbia Theological Seminary.

Glenn A. Donnelly, associate professor of nursing at La Salle U., also to dean of the school of nursing.

Alfred O. Eberle Jr., director of alumni relations at Amherst U., to director of community relations.

Jeanne K. Edwards, former professor of civil engineering at U. of Massachusetts at Amherst, to professor of environmental engineering at Rensselaer Polytechnic Institute.

Robin Felton, regional sales manager at Corcoran & Alton (Corcoran & Alton, Wash.), to assistant director of planning at Gonzaga U.

William L. Ferguson, vice-chancellor for business affairs at Louisiana State U. at Shreveport, has announced his retirement, effective September 30.

Celestine Fernandez, vice-president for academic services and undergraduate education at U. of Arizona, also to interim vice-provost for arts and sciences.

Normas W. Fleming Jr., executive vice-president of U. of the Pacific, to executive vice-president and provost at Mercer U.

Barbara Pille, consultant in South Burlington, Vt., to coordinator of student development programming at Franklin College (Ind.).

Felix Rabinovich, dean of the honors college at U. of Maryland College Park, to dean of faculty at Mills College.

Tom Baggett, director of computing and network services at Kansas State U., to director of systems development in the provost's office.

John M. Barber, assistant director of the Illinois Agricultural Experiment Station at U. of Illinois at Urbana-Champaign, to associate director of extension and associate dean of the college of food and natural resources at U. of Maryland Eastern Shore.

William E. Gilie, former director of the School of Journalism at Louisiana State U., to associate provost for academic communication at Southern U.

May Beth Ginter, adjunct professor of Spanish at Henry Ford Community College, to manager of foreign-language and cultural training programs at U. of Detroit Mercy.

Jaime Gonzalez, director of student financial aid at U. of Texas at San Antonio, also to interim vice-president for student services.

Madeline J. Goodman, assistant vice-president for academic affairs at U. of

Massachusetts, to interim senior vice-president.

Robert F. Green, professor of psychology at Amherst College, to interim research at Amherst College, has retired.

Donna B. Gurnsey, professor of nursing and director of the program of Theological Seminary, to director of graduate studies in family therapy at Seattle Pacific U.

Luz L. Guzman, executive director of the Culebra Yot California Institute of Technology, to dean of student development and campus life at Seattle Pacific U.

Robert W. Guthrie, professor of psychology at Southern Illinois U. at Carbondale, also to director of the Black American Studies Program.

John Hartz, associate professor of English at Ferris College, to professor of English and dean of the college.

William H. Harward Jr., group senior vice-president at One Neucham Inc. (New York), to vice-president for communications and development at Hamilton College.

Zane R. Heisel, head of the department of agricultural and resource management at Cooperative Extension at Rutgers U., to director of Cooperative Extension.

John H. Johnson, associate dean of admissions at Amherst College, has retired.

Kevin W. Jones, associate projects manager at Davis-Pruitt Group (Chicago, Ill.), to director of the Small Business Development Center at Eastern Kentucky U.

Mary L. Jones, chairman of physical education at Saint Mary's College (N.C.), to dean of students.

Sandra A. Jones, head of the department of nursing at Bradley U., to dean of the school of nursing at U. of Indianapolis.

Parandeh Khan, coordinator of international studies and faculty programs at Oregon State U., to coordinator of international studies programs at California Institute of Technology.

William L. Kamm, dean of the division of liberal arts and sciences at Georgia Institute of Technology, to vice-president for academic and student affairs at Lewiston State Community College.

John A. Kavanagh, director of corporate and foundation relations at Stone College, to director of development at Chattanooga State U.

Harriet L. Keeneland, chairman of the board of trustees at Stone College, to dean of the school of nursing at U. of Louisville.

Roberta Kozak, executive director of the capital campaign at Illinois Institute of Technology, to vice-president for academic relations at Bradley U.

Alan Kradt, dean of the school of urban and regional planning at U. of Southern California, to senior vice-president for university advancement.

Sharon Perkins Krefely, associate professor of government and international relations at Clark U. (Mass.), also to dean of the college.

Michael J. Kresler, professor of nursing at U. of Maryland at Baltimore, also to chairman of psychiatric and community health nursing.

Donald A. Krongstad, professor of medicine at Washington U. (Mo.), to professor of tropical diseases, chairman of tropical medicine, and chairman of parasitology at Tulane U.

Barbara Kowalski, assistant professor of educational administration at Washington State U., to associate professor of educational administration and counseling at U. of Northern Iowa.

Paula Kowalski, associate head men's basketball coach at U. of Wisconsin-Pleasantville, to alumni director.

Paul La Cella, professor and chairman of the department of medicine and dentistry at U. of Rochester, to U. of Rochester director of academic affairs and research.

Robert LaPointe, director of development at U. of California at Los Angeles, to director of development at Georgetown College (Ohio).

Lawrence T. Laskov, director of admissions at Berea College, to director of admissions at Wilmington College (Ohio).

Louise T. Levy, assistant vice-president for enrollment management at Texas State U., to director of undergraduate admissions at Florida Institute of Technology.

Joe R. Lewis, vice-president for student affairs at Georgetown College (Ky.), to associate provost at Sanford U.

Richard Lofley, professor of anatomy at U. of California at Los Angeles, also to chairman of anatomy and cell biology.

Donna N. Loria, vice-president in Washington, to executive secretary of the alumni association and associate vice-president for academic affairs at Georgetown U.

Gary R. Lowe, associate dean of the college of social work at Indiana U., to dean of the school of social work at East Carolina U.

Blaine Lowe, former director of computer and family therapy at University of Nebraska at Lincoln, to chairperson of public services.

Margaret Ralston Payne, special assistant to the vice-provost for student affairs at Kent State U., to director of corporate and foundation relations.

Lesley A. Perry, professor of nursing at U. of Maryland, also to associate dean for undergraduate studies and education in the school of nursing.

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Barbara A. Nussbaum, acting head

Coming Events

A symbol (a) marks items that have not appeared in previous issues of The Chronicle.

AUGUST

19: Campus assembly. "Security Issues on Campus," workshop, Central Association of Community College Trustees, Liberty, Mo. Contact: Wayne Wessels, (414) 565-1211, fax (414) 565-1306.

20-22: Information systems. Annual conference, International Association for Computer Information Systems, Marriott Hotel, New Orleans, Contact: Betty A. Klein, (504) 446-4101.

30-September 2: Information. "Information Technology—Tools for Transforming Administration," symposium, University of California, Los Angeles, (410) 726-5252, fax (410) 726-5679.

20-24: Technology. Annual meeting, American Sociological Association, Pittsburgh, Contact: (202) 833-3410.

27-28: Animals. Workshop on federal regulations on care of research animals, National Institutes of Health and other sponsors, Idaho State University, Pocatello, Idaho, Contact: Jim Park, (208) 236-8995, fax (208) 236-8770, or Roberts Sonnerberg, (208) 496-7163, fax (208) 492-2001.

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30-September 2: Information. "Information Technology—Tools for Transforming Administration," symposium, University of California, Los Angeles, (410) 726-5252, fax (410) 726-5679.

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Coming Events

CONTINUED

6: International studies, "Democracy and Democratization in Malawi," colloquium, Malawi Institute of International Affairs, Washington, Contact: Malawi Institute, P.O. Box 70257, Washington 20032-0257; (202) 723-7010.

7
Labor Day

9-13: Cooperative education, "Co-op 101," conference, Southeastern Training Center for Cooperative Education, Norfolk, Va. Contact: Roy T. Gregg, 3rd, or William D. Taylor, stccc, University of Alabama, Box 870388, Tuscaloosa, Ala. 35687-0388; (205) 348-4422.

CONFERENCES, WORKSHOPS

2ND INTERNATIONAL
CONFERENCE ON SEXUAL
ASSAULT ON CAMPUS
OCTOBER 1-3, 1992

PARTICIPATING ORGANIZATIONS:

Am. Council on Education • Nat'l Interfraternity Conference • The State Schools Coalition • Am. College Health Assn. • Am. College Personnel Assn. • Nat'l Assn. for Women in Education • Nat'l Organization for Victim Assistance • College Stores Research and Educational Foundation • For Sex's Sake • Nat'l Association of Student Personnel Administrators • Am. Assn. of Women in Community and Junior Colleges • International Assn. of Campus Law Enforcement Administrators • Nat'l Panhellenic Conference • Canadian Assn. Against Sexual Harassment in Higher Education

Twin Towers Hotel and Conference Center

Conference Co-chair: Bonnie Sandell, Ph.D., Women's Policy Studies, Penn State, Harrisburg, Pa. 17102. Registration by 9/1/92: \$275.00. Registration by 9/1/92: \$325.00. Special rates: \$150.00. Lunch: \$15.00. Awards Luncheon: \$15.00. PLEASE REGISTER EARLY. Members of participating organizations, please contact your national office for registration.

Call for details
1-800-537-4903

BEGINNING IN HONORS

October 29, 1992
Los Angeles, California

Beginning in Honors is a workshop series designed for new Honors directors and deans in established Honors programs and for institutions considering beginning or altering Honors programs.

This workshop series is sponsored by the National Collegiate Honors Council as a preconference of the annual NCHC conference, October 29 - November 1, 1992. The National Collegiate Honors Council is the professional organization for institutions and educators interested in Honors. There is no cost for the Beginning in Honors workshop series beyond the \$150 registration fee for the NCHC conference. A separate registration is requested for Beginning in Honors. The Los Angeles Hilton and Towers is the conference hotel.

The staff for Beginning in Honors includes a dozen experienced Honors administrators at colleges and universities of all sizes and types. Breakout sessions for Beginning in Honors divide participants into large universities, mid-size universities, colleges, and two-year institutions. Individual consultation is available.

For a registration packet, please write, FAX, Internet, or call: Anne Pond, Academic Dean, Kenyon College, Gambier, Ohio 43022. FAX: 614-427-2634. Internet: POND@KENYON.EDU. Office phone: 614-427-5117.

Century," regional conference, American Technology Association, Colorado Springs, Colo. Contact: Diane Wong, Special Assistant to the President, Office of the President, Colorado State University, Fort Collins, Colo. 80523-1306; (970) 531-3436.

10-12: Education, "National Multicultural Educational Forum," National University of Michigan, Flint, Mich. Contact: University of Michigan, Flint, Education and Continuing Education, 303 East Kearsley Street, Flint, Mich. 48830-2186; (517) 765-2200; fax (517) 765-3480.

10-12: Museums, Annual conference, African American Museums Association, Marriott Hotel, Dayton, Ohio. Contact: Jocelyn Robinson-Hubbard, (513) 776-4948 or AAMA, P.O. Box 548, Wilberforce, Ohio 45394.

10-12: Affirmative action, "Expanding the Dialogue: Affirmative Action in the 21st Century," regional conference, American Association for Affirmative Action, Eugene, Ore. Contact: Diane Wong, Special Assistant to the President, Office of the President, Colorado State University, Fort Collins, Colo. 80523-1306; (970) 531-3436.

10-12: Education, "The Fund Raising Fundraising," Indiana University of Indianapolis, Indianapolis, Ind. Contact: Center for Philanthropy, Indiana University, 355 West North Street, Indianapolis 46202-3162; (317) 774-7063; fax (317) 684-4900.

10-12: Education, "Management Development program for library administrators," Miami University, Oxford, Ohio. Contact: Center for Management Development, Richard T. Farmer School of Business Administration, Miami University, 141 E. Laws Hall, Oxford, Ohio 45056-1075; (513) 529-2131; fax (513) 529-4922.

10-12: Congress, "Understanding Congress," seminar, Congressional Quarterly Inc., Washington, Contact: Vincent Bryant, (800) 432-2250; ext. 620 or (202) 687-8620; fax (202) 728-1863.

10-12: Education, "Library Management Skills," Institute, Office of Management Services, Indiana University, Kokomo, Ind. Contact: Donald Line, Director, Division of Continuing Studies, Indiana University, Kokomo, 2300 South Washington Street, P.O. Box 9005, Kokomo, Ind. 46904-9005; (317) 455-6004.

10-12: Telecommunications, Annual meeting, Telecommunications Policy Research Conference, Solomon Islands. Contact: Tracy, P.O. Box 12023, Washington 20036.

10-12: Alumni, "Community Service Through Alumni Networks," conference, Council for Advancement and Support of Education, South Bend, Ind. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

10-12: International studies, "James E. Smith Memorial Midwest Conference on World Affairs," University of Nebraska-Lincoln, Lincoln, Neb. Contact: Mary Dunne, (308) 234-8758.

10-12: Education, "New Perspectives on Quality: Building a Quality Partnership," annual conference and exposition, National Alliance for Business, Fort Lauderdale Hilton Resort and Spa, Miami Beach, Contact: AAB, 1201 North Avenue, N.W., Washington 20005-3917; (202) 289-2886.

10-12: Equal opportunity, "Opportunity and Diversity: Two Dimensions of the 21st Century," annual conference, National Council of Educational Opportunity, Washington, Contact: Randy Carter, Conference Chair, George Mason University, Fairfax, Va. 22030-8071; (703) 464-6000; (703) 681-5458.

10-12: Research administration, Annual meeting, Society of Research Administrators, Hilton Walden Drive, World Village Hotel, Orlando, Fla. Contact: sra, 300 North Main Street, Stevens Point, Wis. 54481 (715) 346-2172.

10-12: Information technology, "Information Technology: It's for Everyone," annual conference, Library and Information Technology Association, Colorado Springs, Colo. Contact: Diane Wong, Special Assistant to the President, Office of the President, Colorado State University, Fort Collins, Colo. 80523-1306; (970) 531-3436.

10-12: Fund raising, "The Fund Raising Fundraising," Indiana University of Indianapolis, Indianapolis, Ind. Contact: Center for Philanthropy, Indiana University, 355 West North Street, Indianapolis 46202-3162; (317) 774-7063; fax (317) 684-4900.

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Eighth National Higher Education
Conference on
Black Student Retention
November 17-20, 1992
Hyatt Regency Houston
Houston, Texas

"The Black Male Crisis: Programs of Action"

SPEAKERS AND PANELISTS:

Mr. Thomas W. Dortch, Jr.
100 Black Men of Atlanta

Dr. Robert L. Green
Cuyahoga Community College

Honorable Frank Hawkins, Jr.
City of Las Vegas

Dr. Spencer H. Holland
Morgan State University

Dr. David P. James
The Mentoring Association

Dr. A. Lee Johnson
Strategic Learning Systems

Dr. Lindsay "Cal" Johnson
Kings River Community College

Mr. Thomas Mitchell
Florida A&M University

Dr. Quincy L. Moore
Virginia Commonwealth University

Dr. Earl Nelson
Michigan Department of Education

Mr. Silas Purnell
A. S. McKinley Educational Services

Dr. Margaret B. Spencer
Emory University

John Thomas, Jr., M.D.
Ms. Johnnie Thomas
Mahery Medical College

Mr. Glue Wilkins
National Alliance of African American Athletes

REGISTRATION INFORMATION:

Dr. Clinton A. Ford, Director
Student Retention Conference
P.O. Box 10522
Tallahassee, FL 32302-2121
1-800-USA-GRAD (872-4723)
FAX (904) 899-3913

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EDUCATION

OCTOBER 5 & 6, 1992

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• Understanding & Using Power • Learning Styles
• Sexual Harassment • Gender & Diversity

Feature Presentation by

Donna Shavlik

Director, Office of Women in Higher Education, American Council
on Education



Mr. Todd D. Kelly, President
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Mr. Cris B. Mills, AIA
Specialist on the Americans
with Disabilities Act

Sponsored by

The University of Vermont
& The National Association
for Women in Education

Coming Events

CONTINUED

- 28: Personnel.** "Alternative Employment Strategies in Higher Education," seminar, College and University Personnel Association, New Orleans. Contact: CUPA, 1333 20th Street, N.W., Washington 20036; (202) 429-0111.
- 28: Personnel.** "Compensation in Higher Education," seminar, College and University Personnel Association, Indianapolis. Contact: CUPA, 1333 20th Street, N.W., Washington 20036; (202) 429-0111.
- 28-30: Off-campus programs.** "University Downtown Centers," conference, University of Kentucky, Lexington, Ky. Contact: Conference Office, University of Kentucky, 204 Frazer Hall, Lexington, Ky. 40506-0031.
- 28-30: Graduate education.** "Graduate Education, Graduate Records Examinations Board and Council of Graduate Schools," conference, Graduate Schools, Raleigh, N.C. Contact: Rodney Yancy, Educational Testing Service, 321 V. Princeton, N.J. 08541-0060; (609) 951-1539.
- 28: Human relations.** Annual meeting, Iowa Human Relations Association, Des Moines, Iowa. Contact: Diana Allen, 1516 Washington Street, Waterloo, Iowa 50602; (319) 291-4800.
- 28: Literary theory.** "Exploring the Unexplored: Beyond Textuality—Conference With Helene Cixous," University of Virginia, Charlottesville, Va. Contact: Ralph Cohen, Commonwealth College of Arts and Sciences, University of Virginia, 219 Minor Hall, Charlottesville, Va. 22903; (804) 924-2063.
- 28-29: Admissions.** College Goals, National Association of College Admission Counselors, Cincinnati and Updenville, N.Y. Contact: NACAC, 1631 Pierce Street, Alhambra, Va. 22134-2818; (703) 836-2222.
- 27-28: Women.** Annual conference on women in education administration, University of Nebraska, Lincoln, Neb. Contact: Marilyn Gray, Department of Educational Administration, 1204 Seawall Hall, University of Nebraska, Lincoln, Neb. 68583-0638; (402) 472-3776.
- 27-30: Fund raising.** Annual conference and exposition, National Catholic Development Council, Weston, Massachusetts. Contact: National Catholic Development Council, Weston, Mass. 01581; (508) 461-4000.

Deadlines

Rosh Hashanah

- 28: Personnel.** "Managing Benefits—Sustaining Current Amid Change," seminar, College and University Personnel Association, Boston. Contact: CUPA, 1333 20th Street, N.W., Washington 20036; (202) 429-0111, ext. 6, fax (202) 429-0111.
- 28-October 2: Campaign and log.** "Computerized Log," workshop, University of Pisa, San Miniato, Italy. Contact: E. Bogger, Department of Information Science, University of Pisa, Corso Italia 40, I-56125 Pisa, Italy.
- 28-October 2: Physics.** "Highly Charged-Ion Conference," Kansas State University, Manhattan, Kan. Contact: Chris Kuhl, James R. Meadwell Laboratory, Kansas State University, Manhattan, Kan. 66506; (913) 532-6782.
- 28: Education.** Annual meeting, National Academy of Engineering, Washington, Contact: Dale Longford, 1202 34th Street, N.W., Washington 20034; (202) 334-2382.
- 28-30: Personnel.** "Boices of Human Resources Administration for Small Colleges," seminar, College and University Personnel Association, Boston. Contact: CUPA, 1333 20th Street, N.W., Washington 20036; (202) 429-0111, ext. 6, fax (202) 429-0111.
- 28-October 2: Fund raising.** "The Fundraising Society: Leadership Development for Fund Raising in Higher Education," Indianapolis, Contact: Center for Fund Raising, Indiana University, 1000 N. Indiana Avenue, Indianapolis, Ind. 46202-3162; (317) 774-7063, fax (317) 684-8900.
- 28: Technology.** "Emerging Technologies: Will Your Company Be Ready?" videoconference, Institute of Electrical and Electronics Engineers, Contact: Study Drive, 1908 St. Joseph, N.Y. (908) 981-4062.
- 30: Vocational education.** "Preparing Vocational Education Teachers for the 21st Century," teleconference, National Center for Research in Vocational Education and University Council for Vocational Education, Contact: (703) 234-5847.

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1. Reauthorization of the Higher Education Act: HOW DOES IT AFFECT YOUR INSTITUTION? (October 24, 1992, 2:30 PM ET) Discusses salary policy and changes.
2. Reauthorization of the Higher Education Act: OPERATIONS (October 15, 1992, 12:30 PM ET) Prepares financial aid and related personnel for changes.

For more information, call PBS Adult Learning Service at (800) 257-2576, 9-5:30 PM ET.

Deadlines

FELLOWSHIPS, GRANTS, INSTITUTES, WORKSHOPS, PAPERS, & MISCELLANY

A symbol (*) marks items that have not appeared in previous issues of The Chronicle.

FELLOWSHIPS

- September 15: International issues.** Applications for the Fulbright-Hays Program, Department of State, Bureau of Educational and Cultural Affairs, Washington, D.C. 20520-0001.
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GRANTS

- September 15: History or political action.** Applications for the Fulbright-Hays Program, Department of State, Bureau of Educational and Cultural Affairs, Washington, D.C. 20520-0001.
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INSTITUTES

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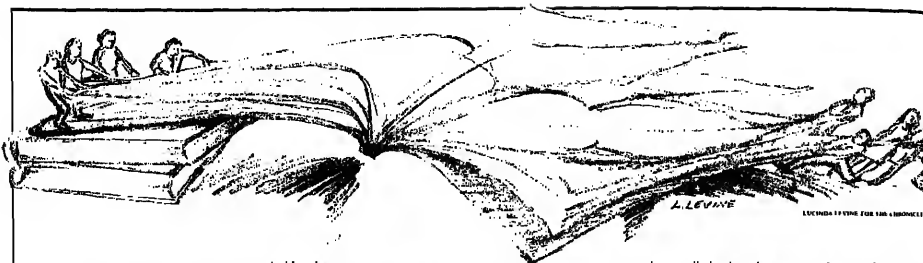
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Point of View

By Sanford G. Thatcher



HOW DO UNIVERSITY PRESSES decide what books to publish? What most influences their decisions, and under what constraints do they operate? Controversies erupt periodically about presses' acceptance or rejection of particular works, the most recent being that over the difficulties that the University of Illinois philosopher Richard D. Mohr had in getting a publisher for his book *Gay Ideas: Outing and Other Controversies* (*The Chronicle*, June 17 and July 15). Casting a little light upon the process may help to lessen the heat of the debates.

The editors of university presses have a considerable degree of decision-making autonomy compared with their counterparts in mainstream commercial publishing houses, where the influence of business and marketing managers and even lawyers has grown relative to that of editors in recent years. Yet the editors' autonomy is far from complete. At the heart of university presses, in fact, lies the interaction between the editors and their editorial boards of scholars. Much of the interaction revolves around the tension between the conflicting desires to publish work on the cutting edge of scholarship and the pressures not to upset the academic status quo too much.

Would-be authors who are surprised, for example, when their manuscripts are rejected despite supportive reports from reviewers might not be so surprised if they had read Paul Parsons's *Getting Published: The Acquisition Process at University Presses* (University of Tennessee Press, 1989). As Mr. Parsons notes, "University presses operate within a system that . . . balances the interests of received knowledge and emerging knowledge. The editors themselves . . . have a bias toward emerging knowledge. They prefer works that challenge the status quo because these will be the books with the most potential for influencing intellectual currents. Yet the scholarly publishing enterprise also is biased toward the status quo. Peer reviewers and editorial committee members tend to be established scholars in a field—the very ones, in fact, who may have built their careers on what is now called the status quo in their disciplines. . . . But the editors, who get to select the peer reviewers, . . . look for scholars who would be open to new directions within their disciplines as long as the work measures up to the standards of scholarship."

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Other constraints exist on what a university press can or will accept. They include the traditions, or "personality," of a publishing house—the accumulated weight of past editorial decisions that have already

given a distinctive character to the press's list and make some types of books more appropriate for it than others. Just as the press's image in a certain field serves as a signal to communicate with prospective authors, looking for the right publisher, so too does it lead editors to look most favorably on manuscripts that complement what the press has already published—that fit its publishing "profile."

BESIDES these more or less overt constraints, sometimes "political" problems arise in the decision-making process. An editor may want to reject a manuscript recommended by a member of the editorial board or one written by an author whose previous books the press has published or one solicited from an influential senior scholar that turns out to be disappointing. In such circumstances an editor—especially one without a long track record that provides him or her with some independent credibility—may choose to manipulate the review process so as to lead to the desired outcome without appearing to directly engineer it.

This might be done either by selecting reviewers not expected to be particularly sympathetic to the author's work or by passing the buck to the editorial board, which can make the final decision on the basis of the editor's recommendation and thus appear to the author to be the arbiter of his or her fate. Manipulation can also work in favor of an author. When an editor is predisposed to want a book published, choosing the right reviewers can make all the difference in the outcome, especially when the book has a strong ideological slant. Choosing readers likely to favor a book can not be done too blatantly, however, for any good editorial board rightly will raise questions about the choice of readers and, if bias appears to play too obvious a role, will ask for additional review by a less partisan reader or readers.

Disappointed authors may suggest, as Mr. Mohr has recently, that presses should rely on reviewers' recommendations instead of giving their advisory boards of scholars the final say about whether or not to publish a manuscript. The problem with that idea, though, is that it would give a much freer hand to editors in determining the outcome of the decision-making process since, as Mr. Parsons notes, the editors are the ones who normally get to choose the peer reviewers.

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Point of View

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HOW DO UNIVERSITY PRESSES decide what books to publish? What most influences their decisions, and under what constraints do they operate? Controversies erupt periodically about presses' acceptance or rejection of particular works, the most recent being that over the difficulties that the University of Illinois philosopher Richard D. Mohr had in getting a publisher for his book *Gay Ideas: Outing and Other Controversies* (*The Chronicle*, June 17 and July 15). Casting a little light upon the process may help to lessen the heat of the debates.

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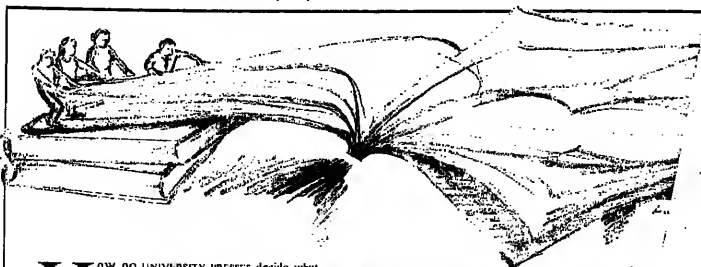
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